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ABSTRACT

The goal of the 1986-1991 University of Alaska (UA) System Six-Year Plan is to serve as the foundation for a restructured and revitalized university system sensitive to the changing needs of the people of Alaska. Such a university system can be attained only in an environment of understanding and cooperation, where the needs of all residents are addressed through a unified, coordinated system of universities, rural colleges, and service programs. The Six-Year Plan embodies the belief that the above can be attained through a more unified and effective system that provides a sound framework in which the special missions of each UA institution can be pursued. It can only be attained if adequate educational master planning occurs. Following a statement of the problem, the focus is on: methodology (designing the survey and defining survey population, delimiting action support factors, and data analysis); results and summary (the 15 actions making the most progress, the 15 actions making the least progress, actions cited most frequently as no longer relevant, actions with the largest or smallest standard deviation, actions with the largest or smallest response rates, and action rating differences); and assessment statistics on actions (table key and definition of terms used, and detailed action tables). Two appendices are: (1) a chronology of UA restructuring activities 1986-88; and (2) six-year plan survey. Fourteen figures and 31 pages of graphs and tables are included. Contains 147 references in 2 bibliographies. (SM)

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**UNIVERSITY OF ALASKA
SYSTEM SIX-YEAR PLAN:
AN ASSESSMENT OF PROGRESS
AFTER THE FIRST TWO YEARS**

University of Alaska System
of Higher Education

Office of Institutional Research

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September
1988

University of Alaska System Six-Year Plan: An Assessment of Progress After the First Two Years

prepared by:

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Little progress could have been made on assessing the Six-Year Plan Actions in the time frame mandated were it not for the contributions made by those individuals who went through and evaluated each of the 116 Actions of the plan included on the survey instrument. The Task Force wishes to acknowledge the efforts of the University of Alaska Board of Regents and the following University faculty and staff who took the time to complete the survey:

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INTRODUCTION

The University of Alaska System, while a relatively young public system of higher education, is an institution of great scope and diversity that has become an integral part of Alaska's economy and the well-being of its residents. In such a rapidly developing state, increasing demands have and will continue to be made on public higher education. The needs of the State and its people are changing rapidly; the resources available to meet these needs are changing; and the values, attitudes and aspirations of students, faculty and staff are changing. As this change accelerates, the University of Alaska System is committed to increasing its efforts to refine its long-range educational plans and assess the progress made in attaining plan objectives in order to better serve the people of Alaska.

The goal of the 1986-1991 University of Alaska System Six-Year Plan is that it serve as the foundation for a restructured and revitalized University of Alaska System sensitive to the changing needs of the people of Alaska: a University System that respects the cultural and racial diversity of the state and seeks to reflect this diversity in its academic programs as well as in its student body, faculty and staff; a University System which increasingly contributes to the development of sound public policy; a University System which values creativity and imagination, and nurtures these qualities in its students; a University System which is a growing asset to the State and the people of Alaska. Such a university system can be attained only in an environment of understanding and cooperation, where the needs of all residents are addressed through a unified, coordinated system of universities, rural colleges and service programs.

The Six-Year Plan embodies the belief that the above can be attained through a more unified and effective University System which provides a sound framework in which the special missions of each UA institution can be pursued. And, it can be attained only if adequate educational master planning occurs, beyond the effects of a fluctuating economy to planning that incorporates the future needs of the people of Alaska (University of Alaska System Six-Year Plan, 1986, p.6).

STATEMENT OF THE PROBLEM

As stated in the Six-Year Plan:

Full review of the plan will take place every other year beginning in 1988. This review will normally occur in the late winter and spring and culminate with a report to the board of regents in June. The president will appoint two groups to conduct the review: one to update the givens and assumptions upon which the plan is premised and to recommend new or modified goals, objectives, and actions as needed; another to evaluate progress toward meeting the goals and objectives through the actions which were implemented over the preceding two years.
(University of Alaska System Six-Year Plan, 1986, p.20)

The Six-Year Plan is mainly strategic in nature, highlighting areas of proposed emphasis rather than detailing every aspect of the University System. The vision of the desired shape, substance, and direction of the System provided a basis for the formulation of the Goals, Objectives and Actions of the Six-Year Plan in 1986. Written and approved just prior to the decision to restructure the University System, the plan is in need of revision to reflect a new University System structure that in many respects has still not stabilized (see Appendix A for a chronology of 1986-88 restructuring events).

Compounding the difficulty of assessing how far the University has come in relation to the Actions of the plan is the fact that there has been significant turnover in executive administration positions at the University since 1986. A large number individuals who were knowledgeable about many of the activities of the University and who were in management positions in 1986 are no longer here to make evaluations

of Action progress over the last two years. As an example, of the fifteen members of the 1985-86 Six-Year Plan Committee that drafted the original plan, only six remain employed at the University. Of these six, four hold significantly different positions than they held two years ago or they are now employed at different institutions within the University System.

In spite of the above mentioned caveats, this report, on assessing the progress made on specific Action elements of the Six-Year Plan, focuses on determining how well the University System did in attaining portions of the plan during the first two years after its 1986 inception and adoption by the Board of Regents. It is intended that the report function as a primary resource document for the President's Six-Year Plan Revision Committee as it begins work on updating the plan.

METHODOLOGY

On June 26, 1988, the Provost requested that the Statewide Planning Team appoint a subcommittee to begin the work on assessing the progress made on the Six-Year Plan Action statements as a preliminary step in the process of revising the Six-Year Plan. This subcommittee, called the Task Force on Assessing Six-Year Plan Progress, was charged with compiling a progress report by the September 23, 1988 Board of Regents meeting.

The procedure developed by the Task Force for assessing Action progress was comprised of the following three phases:

PHASE I - Designing the Survey and Defining the Survey Population

The first step involved designing a survey that had to contain all of the Six-Year Plan's 116 Actions, 31 Objectives, and 10 Goals. The major survey design features had to address: 1) a straightforward rating process whereby respondents could clearly understand how to score items, 2) a response format that facilitated easy and complete analysis, 3) an open-ended response area for each item to allow the collection of supporting factors that supplement each rating score, 4) a response return process that made mailback easy, and 5) a mechanism for targeting follow-up requests to round one survey non-respondents.

It was decided that the following five point Likert scale would be used to rate plan items: 1) Achieved - completed and/or maintaining the Goal, Objective, or Action; 2) Significant Progress - substantial identifiable and/or measurable progress has been made to reach the Goal, Objective, or Action; 3) Some Progress - identifiable or acquired resources and are now starting to on work to reach the Goal, Objective, or Action; 4) No Progress - no action of any type initiated yet, but the Goal, Objective, or Action is still relevant; and 5) Lost Ground - in the two years since the plan was approved, the condition of this Goal, Objective, or Action has worsened. A sixth response alternative (Not Applicable - the Goal, Objective, or Action is no longer relevant to the University's mission) was added to permit the identification of those Actions it was felt needed to be considered for deletion from the plan. Refer to Appendix B for a copy of the survey instrument that was used.

The survey population was limited to University Board of Regents, Statewide and campus executive administrators, and campus faculty administrators. The Statewide executive administrators group was comprised of the President, Vice Presidents, and Statewide Planning Team members. The campus executive administrators group was comprised of the Chancellors, Vice Chancellors, and rural college campus directors. The campus faculty administrators group was comprised of deans and academic department chairs. Student leaders and Statewide Assembly executive officers also received surveys. In all, there were 150 surveys distributed as follows: 11 to the Board of Regents; 13 to Statewide administrators; 59 to UAA administrators, faculty and students; 56 to UAF administrators, faculty and students; and 11 to UAS administrators, faculty and students.

PHASE II - Delineating Action Support Factors

The interval between survey mailout and mailback was used by the Task Force to work on developing additional background information to help support the survey Action ratings on progress made over the last two years. FY89 budget increment appropriations and FY90 budget increment requests were integrated with all appropriate plan Actions as "progress supporting factors." Additionally, support data from the Statewide Assembly 1988 report Enterprise and Excellence, the Statewide Office of Institutional Research 1987 and 1988 Statistical Abstract reports, and annual reports from University of Alaska centers, research institutes, and other administrative offices were reviewed for applicability in supporting Action progress evaluation (a list of materials referenced is included in the Bibliography section at the end of the report).

PHASE III - Data Analysis

The analysis of the survey responses was largely confined to the calculation of rating score arithmetic means, modes, and standard deviations in order to rank Actions by: 1) those the University has made the most progress on as indicated by a small arithmetic mean; 2) those the University has made the least progress on as indicated by a high arithmetic mean; 3) those that have been cited most frequently as being achieved; 4) those that have been cited most frequently as being no longer relevant to the University's mission; 5) those having either the largest or smallest standard deviation, or in other words, where the largest or smallest spread of response ratings existed; and 6) those having either the largest or smallest response rate. The ranking of Actions in this manner, highlighted the Actions that had one or more exceptional survey raw score statistic.

The Task Force maintained the ability to differentiate among different survey response groups in order to determine if any statistically significant response bias existed among these groups. Although survey sample strata were developed by organization as well as by type of respondent, the analysis focused on differences in response patterns between a BOR/Administrator group containing $n_1 = 31$ respondents, and a Faculty Administrator group containing $n_2 = 33$ respondents. The following t-test formula was used to determine if a significant difference existed between the Action arithmetic means of each group:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \cdot \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

where:

$\bar{x}_{1,2}$ is the arithmetic mean of group 1 or group 2

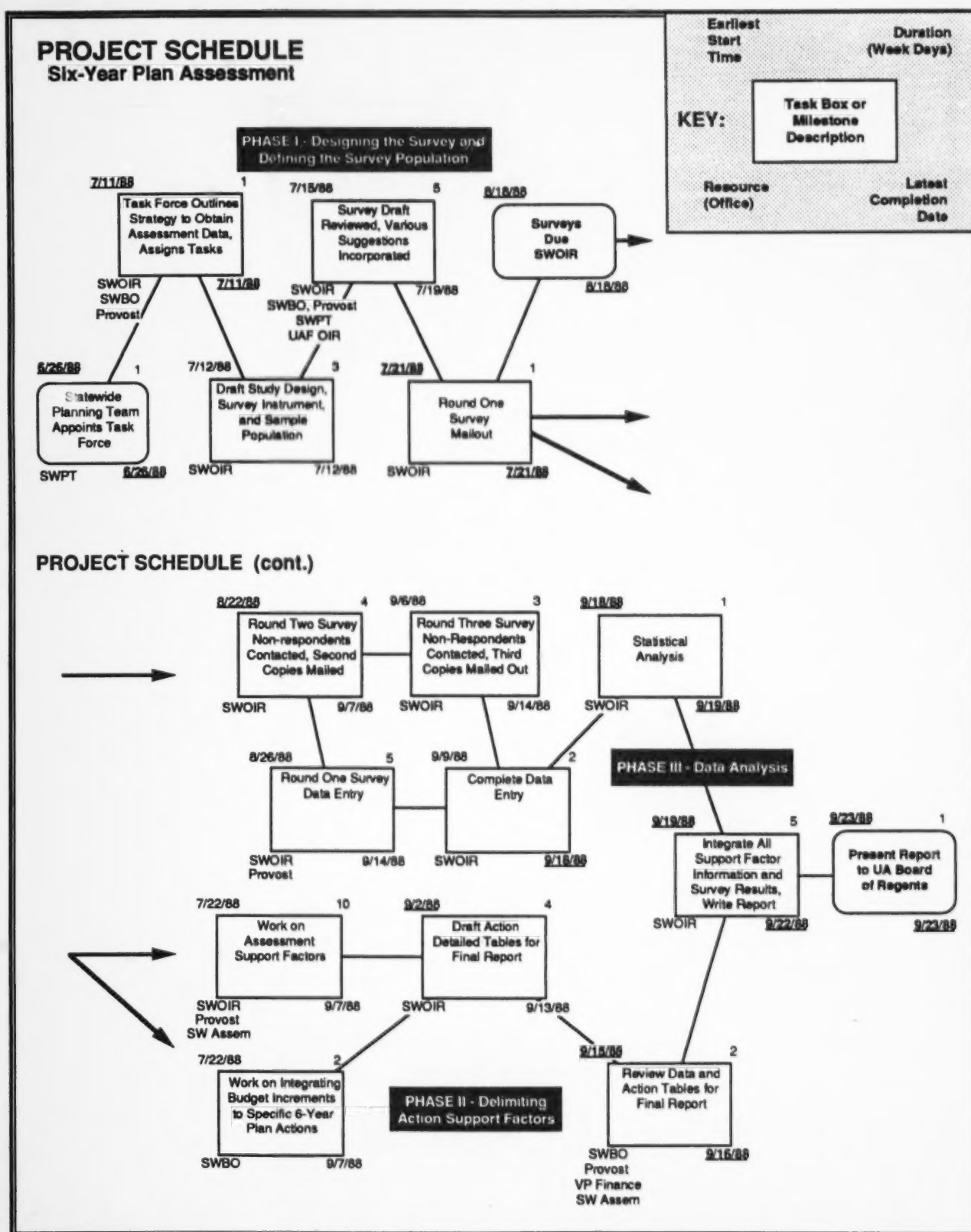
$s_{1,2}$ is the standard deviation of group 1 or group 2

$n_{1,2}$ is the group 1 or group 2 sample size.

Similarly, the t-test was used to investigate the response consistency between an Objective's Action composite rating and its arithmetic mean score calculated from survey rating scores.

A summarization of the major tasks and task dependencies of the project to assess Six-Year Plan Action progress is provided in the PERT chart in FIGURE 1. Each of the three methodology phases of the project described in this section are identified along with the time and resource schedules for the tasks.

FIGURE 1. Six-Year Plan Progress Assessment Project



RESULTS AND SUMMARY

Of 150 surveys distributed, 64 were completed, returned, and included in the data analysis. The response rate for the entire survey sample was, therefore, 43%. FIGURE 2 depicts a finer breakdown of response rates by organization and respondent type. In the organization subgroups of the Board of Regents, UAA, UAF, UAS, and Statewide Administration, the Statewide Administration had the highest response rate (92%) while UAA had the lowest (28%). In the function subgroups of BOR/Administrators and Faculty Administrators, the BOR/Administrator group response rate was 65% while the Faculty Administrator group response rate was 38%.

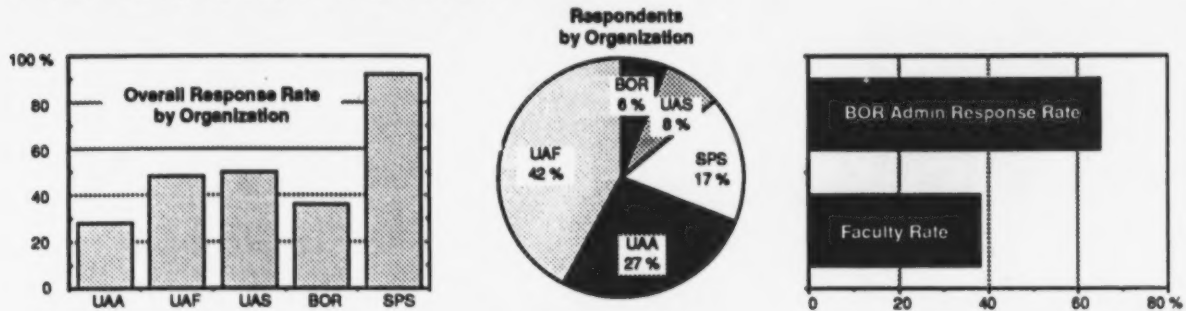


FIGURE 2.

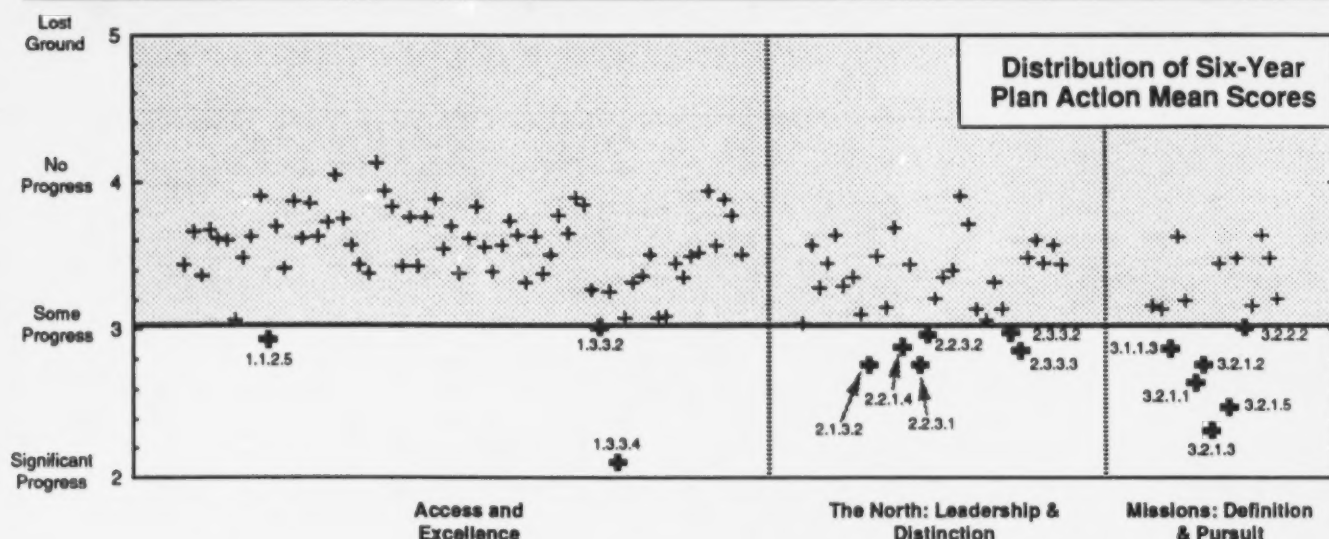
Although a higher overall response rate was expected, a number of survey recipients expressed a reluctance to respond because they were themselves recent UA hires and therefore not familiar enough with the organization, or because so much had happened due to system restructuring that they felt uncomfortable about assessing any Action progress at the present time. Over a four week period two follow-up efforts were made to contact non-respondents and encourage them to complete the survey; however, little improvement in response rate resulted.

The seven figures that follow (FIGURE 3 through FIGURE 9) summarize survey results relating to the following key questions:

1. Of the 116 Six-Year Plan Actions, which ones did survey respondents rate as having made the most progress from 1986 to 1988?
2. Of the 116 Six-Year Plan Actions, which ones did survey respondents rate as having made the least progress from 1986 to 1988?
3. Of the 116 Six-Year Plan Actions, which ones did survey respondents cite most frequently as being achieved?
4. Of the 116 Six-Year Plan Actions, which ones did survey respondents cite most frequently as no longer relevant to the University's mission?
5. Of the 116 Six-Year Plan Actions, which ones did survey respondents respond in their progress rating most uniformly to and which ones were rated the least so?
6. Of the 116 Six-Year Plan Actions, which ones did survey respondents complete a non-blank rating response for the most often, and which ones received the most blank responses?
7. Of the 116 Six-Year Plan Actions, which ones did the BOR/Administrator respondent subgroup rate significantly different from the ratings given by the Faculty Administrator respondent subgroup?

It is intended that the following figures suffice as an executive summary of the survey results. A more complete statistical picture of individual Action rating and support factor characteristics is included in the last section of the report, Assessment Statistics on Six-Year Plan Actions.

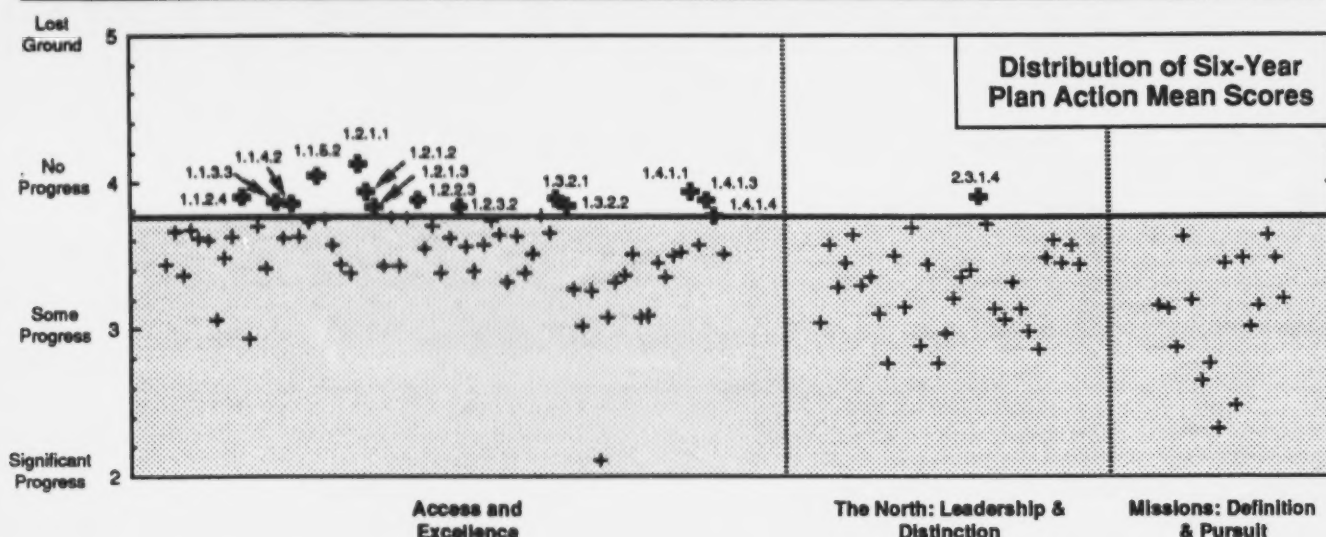
FIGURE 3. The Fifteen Six-Year Plan Actions Making the Most Progress



The Fifteen Six-Year Plan Actions Making the Most Progress Since 1986

Action Reference No.		Arithmetic Mean Score
1.3.3.4	Establish programs by which students may acquire computer equipment at reduced costs.	2.11
3.2.1.3	Deliver all academic credit-bearing instruction through accredited units.	2.32
3.2.1.5	Include life-long learning in the mission statements of all UA System educational institutions.	2.48
3.2.1.1	Periodically review and revise individual campus mission statements as required to meet the changing needs of Alaska.	2.65
2.1.3.2	Seek establishment of a quick-start fund in the Governor's Office to enable rapid initiation of high-need programs.	2.76
3.2.1.2	Examine alternative organizational structures, and adopt that which best meets the needs of the people of Alaska and the missions of the UA System for the next decade.	2.76
2.2.3.1	Electronically link UA System libraries, data bases, and research centers and institutes to provide access to data and information.	2.77
2.3.3.3	Establish more cooperative agreements with North Pacific and circumpolar institutions to further academic and research collaboration, and faculty and student exchanges.	2.86
3.1.1.3	Annually identify legislative priorities and formulate a legislative agenda.	2.87
2.2.1.4	Plan for the funding and acquisition of supercomputer services for scientific research, including funding as "seed money" for grants and/or participation in consortia.	2.88
1.1.2.5	Provide increased mainframe and microcomputer capabilities to all UA System institutions to meet students' instructional needs.	2.93
2.2.3.2	Cooperate with the Arctic Research Commission and other entities in sponsoring international symposia.	2.97
2.3.3.2	Provide increased information services to Alaskan businesses and governmental agencies regarding North Pacific and circumpolar region markets, finances, trading barriers, and the legal, cultural and language factors affecting trade.	2.98
1.3.3.2	Improve use of technology in systemwide operations to increase productive use of facilities, equipment and staff through on-line registration, facility scheduling, and data collection and analysis.	3.02
3.2.2.2	Define the roles of the UA System institutions and their relationship to each other and to the UA System statewide administration.	3.02

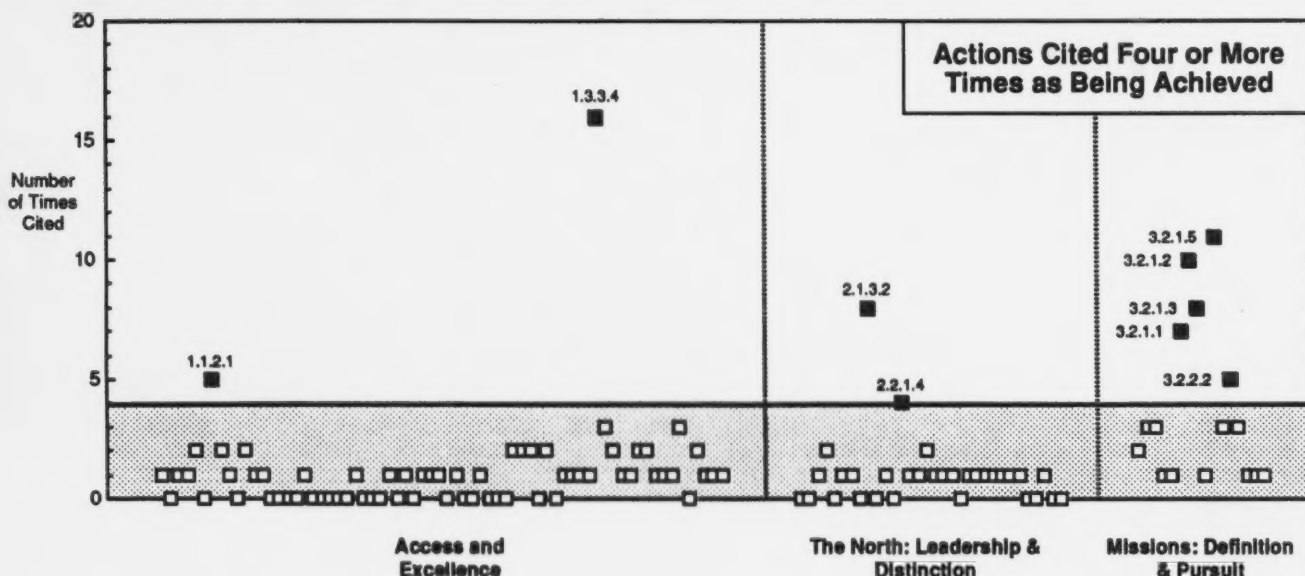
FIGURE 4. The Fifteen Six-Year Plan Actions Making the Least Progress



The Fifteen Six-Year Plan Actions Making the Least Progress Since 1986

Action Reference No.		Arithmetic Mean Score
1.2.1.1	Attract high quality faculty with expertise in specific fields through nationwide recruiting, competitive compensation, and the establishment of endowed chairs.	4.13
1.1.5.2	Develop the necessary science faculty and adequate scientific equipment and laboratories to provide competent science instruction.	4.04
1.2.1.2	Provide instructional development opportunities for full- and part-time faculty through programs at each institution, including training in effective teaching strategies, distance-delivery, non-traditional course development, and adult learning.	3.94
1.4.1.1	By 1987, draft and implement a comprehensive Native education plan in consultation with various constituencies.	3.94
1.1.2.4	Reallocate resources to programs which achieve excellence as measured by external review.	3.90
2.3.1.4	Organize interdisciplinary teams to provide professional assistance to communities.	3.90
1.3.2.1	Achieve agreement between UA System institutions, school districts, and the State Department of Education as to the levels of academic proficiency expected of entering freshmen.	3.89
1.2.2.3	Create scholarships and other incentives to encourage community college graduates to attend UA System universities.	3.88
1.4.1.3	Strengthen the study of Alaska Native cultures and contemporary issues through the recruitment of more Native faculty and students.	3.88
1.1.3.3	Establish carefully defined agreements which articulate vocational education offerings between UA institutions and high schools, vocational/technical schools, and business and industry.	3.86
1.1.4.2	In coordination with the Alaska Department of Education and local school districts, develop and implement an agenda for education research and continuing education.	3.85
1.3.2.2	Circulate and regularly update a catalog of UA System resources available to Alaskan public school teachers.	3.84
1.2.3.2	Include assessment of academic advising in annual faculty review and evaluation, utilizing input from students.	3.83
1.2.1.3	Establish goals and objectives in each institution for granting sabbatical and professional development leave, and for promoting faculty exchanges.	3.83
1.4.1.4	Support more internships, assistantships and fellowships for Native students.	3.77

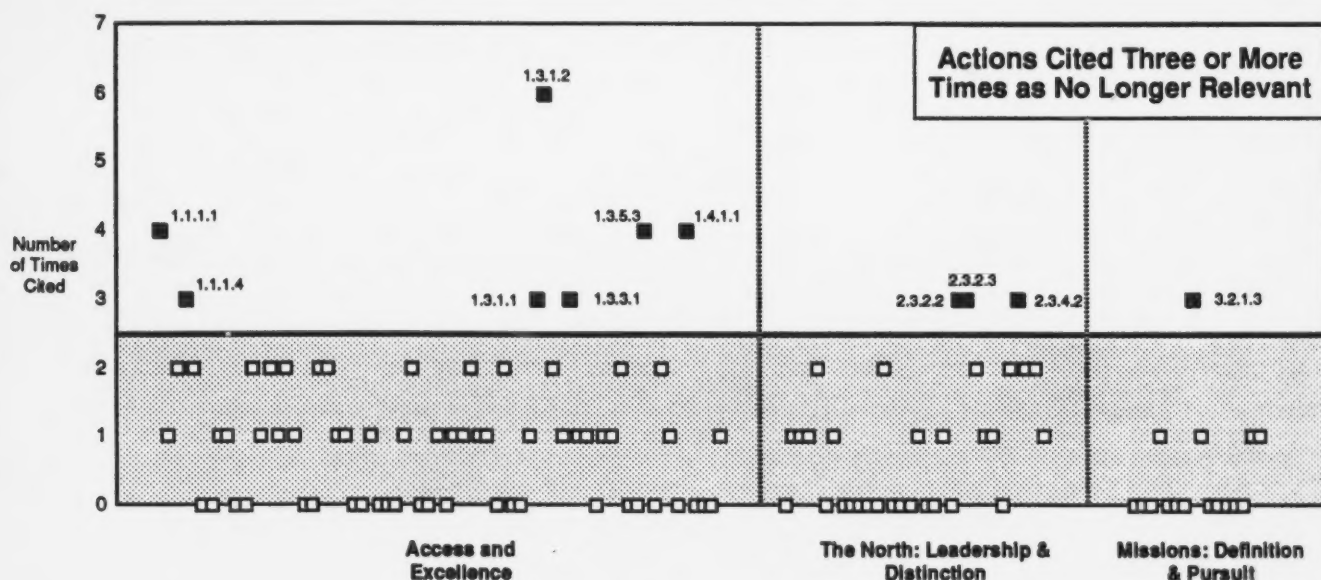
FIGURE 5. Actions Cited Most Frequently as Being Achieved



**Six-Year Plan Actions That
Were Cited Most Frequently
as Being Achieved**

Action Reference No.		Number of Times Cited
1.3.3.4	Establish programs by which students may acquire computer equipment at reduced costs.	16
3.2.1.5	Include life-long learning in the mission statements of all UA System educational institutions.	11
3.2.1.2	Examine alternative organizational structures, and adopt that which best meets the needs of the people of Alaska and the missions of the UA System for the next decade.	10
2.1.3.2	Seek establishment of a quick-start fund in the Governor's office to enable rapid initiation of high-need programs.	8
3.2.1.3	Deliver all academic credit-bearing instruction through accredited units.	8
3.2.1.1	Periodically review and revise individual campus mission statements as required to meet the changing needs of Alaska.	7
1.1.2.1	Review and modify institutional mission statements to specify which professional programs will be pursued in which institutions.	5
3.2.2.2	Define the roles of the UA System institutions and their relationship to each other and to the UA System statewide administration.	5
2.2.1.4	Plan for the funding and acquisition of super-computer services for scientific research, including funding as "seed money" for grants and/or participation in consortia.	4

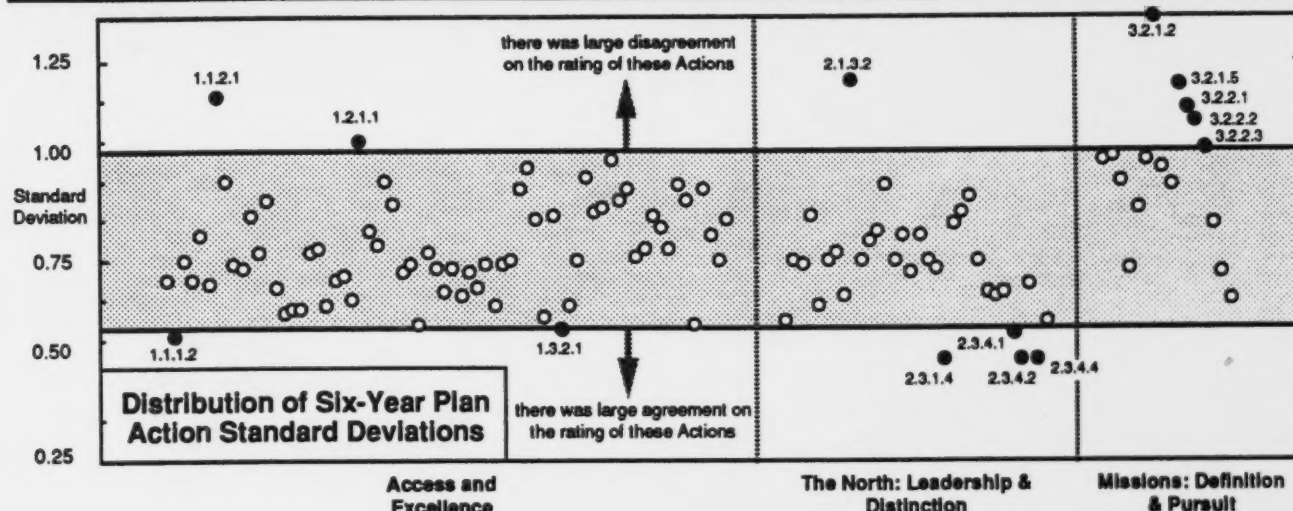
FIGURE 6. Actions Cited Most Frequently as No Longer Relevant to the Plan



**Six-Year Plan Actions That
Were Cited Most Frequently as Being
No Longer Relevant to the Plan**

Action Reference No.		Number of Times Cited
1.3.1.2	Develop a UA System Program Guide which includes complete information on requirements of all UA System institutions' degree programs.	6
1.3.5.3	Establish short-term professional training courses and workshops to complement longer-term degree programs in selected fields.	4
1.4.1.1	By 1987, draft and implement a comprehensive Native education plan in consultation with various constituencies.	4
1.1.1.1	By System policy, require each accredited institution to have one general education requirement, regardless of the major course of study in baccalaureate or associate of arts degrees.	3
1.1.1.4	Assess the feasibility of a foreign or Native language requirement for bachelor's degree programs.	3
1.3.1.1	Assess the feasibility of establishing common competency expectations for degree majors acceptable for transfer across the UA System.	3
1.3.3.1	Identify and pursue alternatives to new construction including leasing, sharing of school and other public facilities, and purchase of existing facilities.	3
2.3.2.2	Develop a comprehensive plan to maximize the UA System's contribution to the productive management, development and marketing of Alaska's fishery resources.	3
2.3.2.3	Expand research and instruction in selected areas of fisheries which will enhance the UA System's role in development, conservation, and wise use of fisheries resources.	3
2.3.4.2	Consider the establishment of an interdisciplinary graduate program and associated research institute for natural resource and environmental policy management.	3
3.2.1.3	Deliver all academic credit-bearing instruction through accredited units.	3

FIGURE 7. Actions With the Largest or Smallest Response Standard Deviation



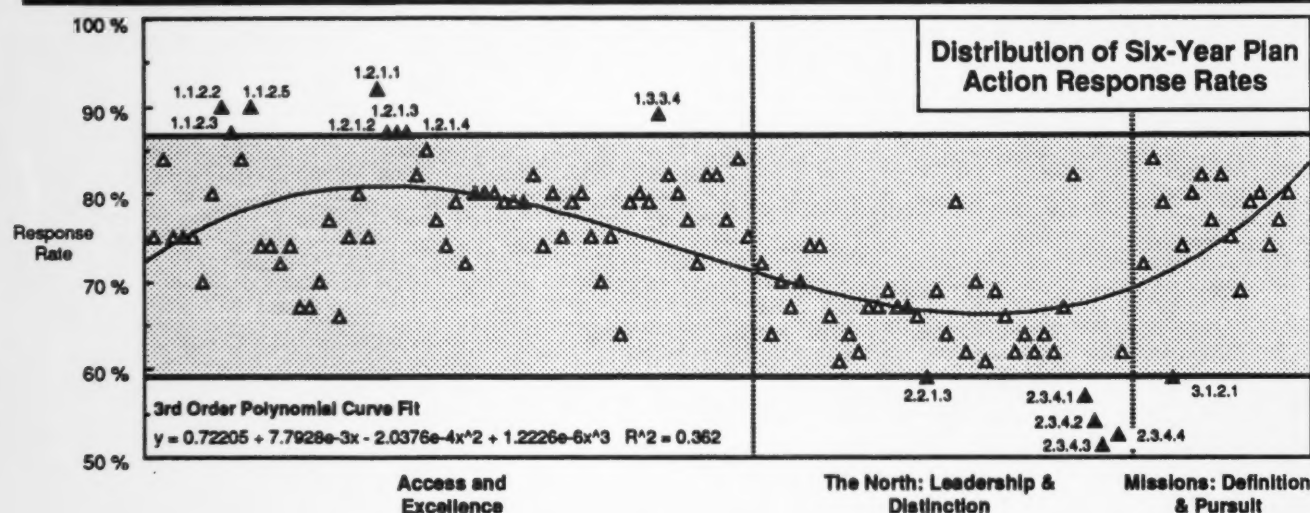
**Actions With the Smallest Standard Deviations
(rating agreement)**

Action Reference No.		Standard Deviation
2.3.4.2	Consider the establishment of an interdisciplinary graduate program and associated research institute for natural resource and environmental policy management.	0.50
2.3.1.4	Organize interdisciplinary teams to provide professional assistance to communities.	0.50
2.3.4.1	Strengthen programs in forestry and forest management to include development of forests, products, processing and markets; and to provide increased emphasis on relationships to wildlife habitat, fisheries protection, agriculture, etc.	0.50
1.1.1.2	Establish common competency expectations for general education courses acceptable for transfer across the UA System, and institute testing of students for basic competency in reading, writing and mathematics.	0.56
2.3.4.1	Review, update and strengthen instructional, research and extension programs in natural resources to ensure integration of a broad range of resource values and associated environments.	0.57
1.3.2.1	Achieve agreement between UA System institutions, school districts, and the State Department of Education as to the levels of academic proficiency expected of entering freshman.	0.58

**Actions With the Largest Standard Deviations
(rating disagreement)**

3.2.1.2	Examine alternative organizational structures, and adopt that which best meets the needs of the people of Alaska and the missions of the UA System for the next decade.	1.36
2.1.3.2	Seek establishment of a quick-start fund in the Governor's Office to enable rapid initiation of high-need programs.	1.20
3.2.1.5	Include life-long learning in the mission statements of all UA System educational institutions.	1.19
1.1.2.1	Review and modify institutional mission statements to specify which professional programs will be pursued in which institutions.	1.16
3.2.2.1	Define the role of the UA System statewide administration through revision of Regents' Policy, and pursue it accordingly.	1.13
3.2.2.2	Define the roles of the UA System institutions and their relationships to each other and to the UA System statewide administration.	1.10
1.2.1.1	Attract high quality faculty with expertise in specific fields through nationwide recruiting, competitive compensation, and the establishment of endowed chairs.	1.05
3.2.2.3	Communicate the roles, missions, programs and activities of each institution throughout the System.	1.03

FIGURE 8. Actions With the Largest or Smallest Response Rates



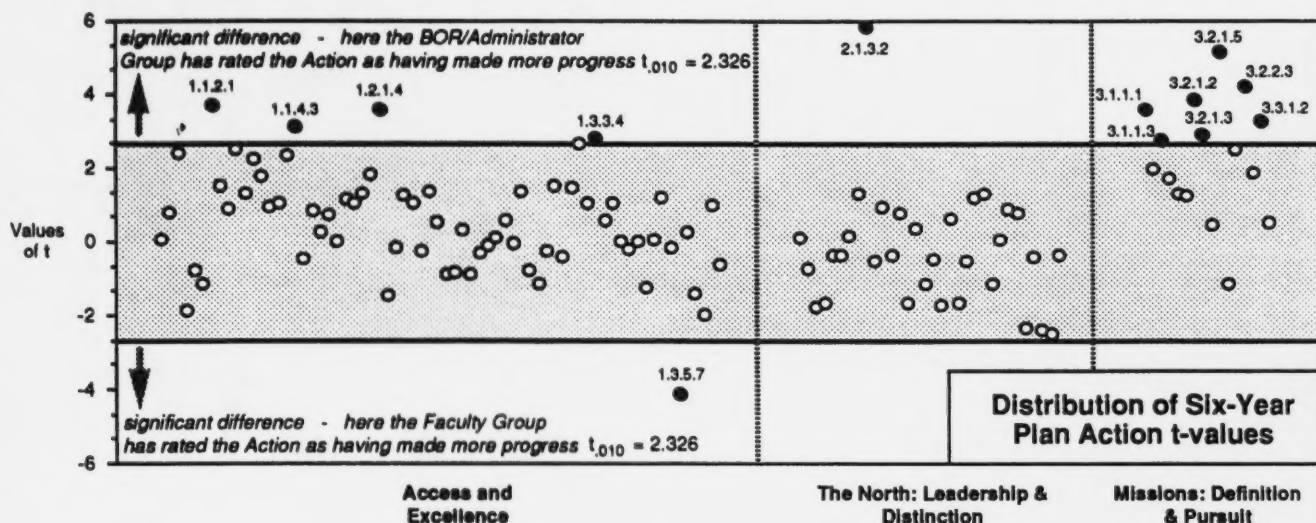
Actions With the Largest Response Rates
(highest awareness level)

Action Reference No.		Response Rate
1.2.1.1	Attract high quality faculty with expertise in specific fields through nationwide recruiting, competitive compensation, and the establishment of endowed chairs.	92%
1.1.2.5	Provide increased mainframe and microcomputer capabilities to all UA System institutions to meet students' instructional needs.	90%
1.1.2.2	Review programs for need, demand and ability to pursue excellence.	90%
1.3.3.4	Establish programs by which students may acquire computer equipment at reduced costs.	89%
1.2.1.4	Establish policies, classifications and procedures for non-tenure track faculty, including term, research, visiting, affiliate and adjunct appointments.	87%
1.2.1.3	Establish goals and objectives in each institution for granting sabbatical and professional development leave, and for promoting faculty exchanges.	87%
1.2.1.2	Provide instructional development opportunities for full- and part-time faculty through programs at each institution, including training in effective teaching strategies, distance-delivery, non-traditional course development, and adult learning.	87%
1.1.2.3	Eliminate or consolidate programs where needs and demand are lacking, or where excellence cannot be achieved in six years.	87%

Actions With The Smallest Response Rates
(lowest awareness level)

2.3.4.3	Increase emphasis on mitigation and reclamation in programs in mining, engineering, and land management.	51%
2.3.4.4	Strengthen programs in forestry and forest management to include development of forests, products, processing and markets; and to provide increased emphasis on relationships to wildlife habitat, fisheries protection, agriculture, etc.	52%
2.3.4.2	Consider the establishment of an interdisciplinary graduate program and associated research institute for natural resource and environmental policy management.	54%
2.3.4.1	Review, update and strengthen instructional, research and extension programs in natural resources to ensure integration of a broad range of resource values and associated environments.	57%
2.2.1.3	Seek increased support for studies of natural phenomena with particular emphasis on post-doctoral and graduate student fellowships and assistantships.	59%
3.1.2.1	Hold orientation and updating workshops for new and continuing regents regarding UA System policies, missions, and current and projected programs.	59%

FIGURE 9. Action Rating Differences - BOR/Administrator and Faculty Groups



Six-Year Plan Actions That Received Significantly Different Ratings by BOR/Administrator and Faculty Groups

Action Reference No.		t Value
2.1.3.2	Seek establishment of a quick-start fund in the Governor's Office to enable rapid initiation of high-need programs.	5.846
3.2.1.5	Include life-long learning in the mission statements of all UA System educational institutions.	5.230
3.2.2.3	Communicate the roles, missions, programs and activities of each institution throughout the System.	4.318
3.2.1.2	Examine alternative organizational structures, and adopt that which best meets the needs of the people of Alaska and the missions of the UA System for the next decade.	3.987
1.1.2.1	Review and modify institutional mission statements to specify which professional programs will be pursued in which institutions.	3.893
3.1.1.1	Actively broaden and strengthen linkages between State officials and UA System regents and officers.	3.775
1.2.1.4	Establish policies, classifications and procedures for non-tenure track faculty, including term, research, visiting, affiliate and adjunct appointments.	3.744
3.3.1.2	Seek increased scholarship support from local and regional organizations and businesses.	3.475
1.3.5.7	Establish a review process to assure sex and racial equity in admissions and curriculum.	-3.439
1.1.4.3	Emphasize the education of Alaskans to become teachers in Alaska's schools.	3.331
3.2.1.3	Deliver all academic credit-bearing instruction through accredited units.	3.099
1.3.3.4	Establish programs by which students may acquire computer equipment at reduced costs.	3.028
3.1.1.3	Annually identify legislative priorities and formulate a legislative agenda.	3.000

ASSESSMENT STATISTICS ON SIX-YEAR PLAN ACTIONS

This section contains the detailed survey statistics for the Actions of the Six-Year Plan. Each of the thirty-one Six-Year Plan Objectives comprises a single-page table of text, charts, and statistics containing the assessment results for all the Actions that fall under it. The four parts of this section are: 1) the table key and definition of terms, designed to assist in interpreting the tables; 2) tables grouped under the general Six-Year Plan heading of Access and Excellence; 3) tables grouped under the general Six-Year Plan heading of The North: Leadership and Distinction; and 4) tables grouped under the general Six-Year Plan heading of Missions: Definition and Pursuit. It is intended that these detailed tables function as a basic reference and workbook guide for the President's Six-Year Plan Revision Committee.

Table Key and Definition of Terms Used

Each table that follows provides a easy reference to the assessment of progress made on each Six-Year Plan Action as compiled from survey responses received from 64 University Regents, statewide and campus administrators, and campus faculty administrators.

At the top of each page is a descriptive listing of all the Actions that are included within an particular Objective. This Objective as well as the Goal it falls under are described also to assist in interpreting the detailed statistics and supporting factors that are presented at the bottom of the page. An attempt was made to make each table as fully self-contained as possible without the need to simultaneously page through the Six-Year Plan document when using this report.

The four charts included in the middle of the page give the reader a general picture of the relative progress score given each Objective or Action of a Goal, as well as each Action by a number of respondent strata. All ratings on these four charts are derived from Action arithmetic mean scores. For the chart on *Ratings of All Objectives of the Goal*, this means that each Objective rating is a calculated or composite score obtained by combining all the raw survey scores of the Actions that happen to fall under it. Look at it as if all the Action raw scores within an Objective were rolled up to produce the Objective's rating. The current-page Objective is signified on the chart by the colored-in circle. For the chart on *Ratings of All Actions of the Goal*, the relative ratings of the current-page Actions are graphically compared with all the Actions of the single Goal they fall under. The current-page Actions are once again denoted by colored-in circles. The bottom two charts show current page Action ratings by various survey respondent population strata.

The bottom of each page contains the supporting factors that were listed by respondents to support their survey assessment scores. These factors have been enhanced with the inclusion of increment data from the Statewide Budget Office FY89 and FY90 Budget Request, data from the Statewide Office of Institutional Research Statistical Abstract series, and data from the Statewide Assembly Enterprise and Excellence report. A definition of terms for the detailed statistical section follows.

DEFINITION OF TERMS

**Action
Composite
Score**

Arithmetic mean of all Action survey scores for the Goal the Actions fall under or the Objective the Actions fall under. Possible scores ranged from 1 through 5 where: 1.00 - represents an Action that was achieved, 2.00 - an Action that made significant progress, 3.00 - an Action that made some progress, 4.00 - an Action that made no progress, and 5.00 - an Action that lost ground over the two year period 1986-88. Action composite scores were used to determine if a statistically significant difference existed between the arithmetic means of raw Goal or Objective scores and derived Action composite mean scores.

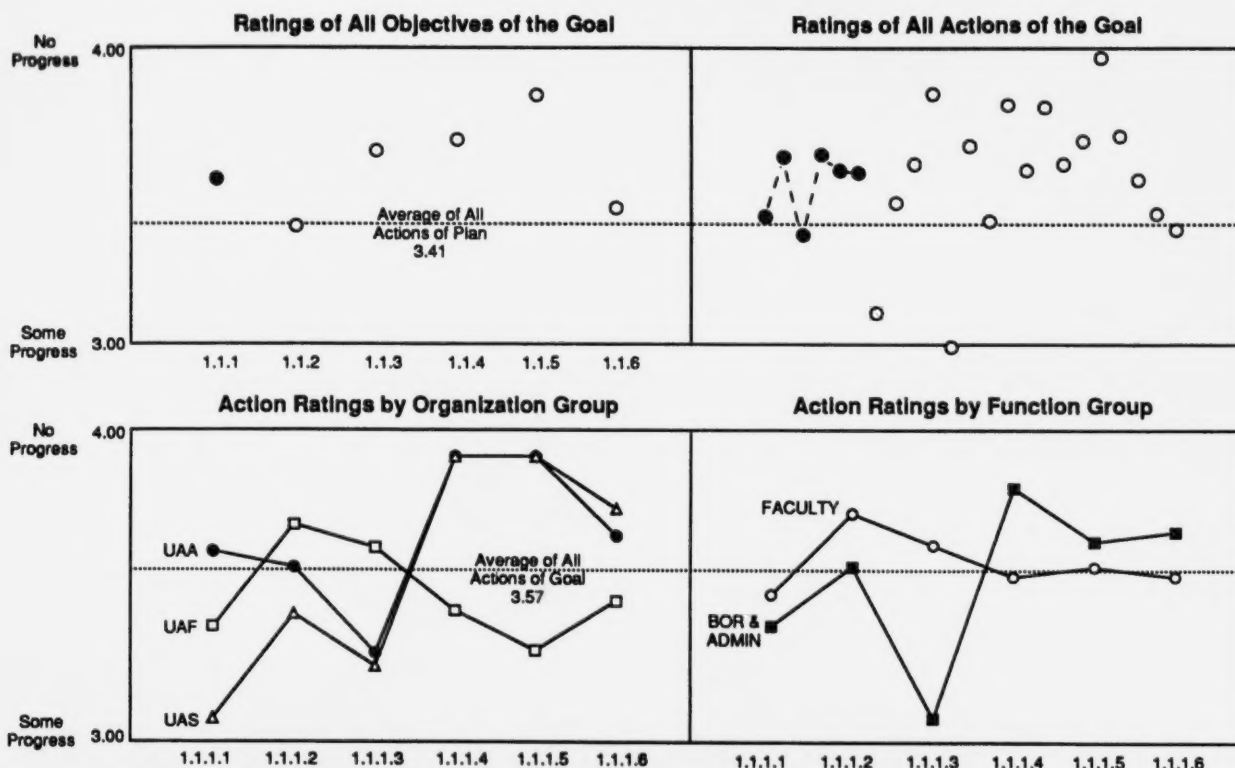
DEFINITION OF TERMS (continued)

All Actions of the Goal Mean	Action composite score for the Actions that fall under the Goal.
All Actions of the Objective Mean	Action composite score for the Actions that fall under the Objective.
All Actions of the 6-yr Plan Mean	Action composite score for all of the Actions of the Six-Year Plan.
Action Composite Score	Arithmetic mean of all Action survey scores for the Goal the Actions fall under or the Objective the Actions fall under. Possible scores ranged from 1 through 5 where: 1.00 - represents an Action that was achieved, 2.00 - an Action that made significant progress, 3.00 - an Action that made some progress, 4.00- an Action that made no progress, and 5.00 - an Action that lost ground over the two year period 1986-88.
Mode	The Action survey response value cited with the greatest frequency.
Rank Within Goal (1 - xx)	Rank of an Action arithmetic mean within the set of Action means that fall under the Goal. A rank of 1 is assigned to the Action with the lowest arithmetic mean score. Remember, the lower the Action mean score the more progress that has been made on this Action. Rank values range from 1 to xx, where xx is the total number of Actions that fall under the Goal
Rank Within Objective that has	Rank of an Action arithmetic mean within the set of Action means that fall under the Objective. A rank of 1 is assigned to the Action with the lowest arithmetic mean score. Remember, the lower the Action mean score the more progress been made on this Action.
Ratings	Arithmetic mean of all Action survey raw scores or Action composite scores.
Response Rate	The percentage of non-blank responses for a particular Action. Includes all of number "6" responses on the survey, responses which indicated the Action was no longer applicable.
Stratified Sample	Non-overlapping sub-populations were developed to better analyze survey results. In the first case, three strata were developed to enable response analysis by the multi-campus institutions of the University System - UAA, UAF, and UAS. In the second case, two strata were developed to enable response analysis by Faculty Administrator or BOR/Administrator groups. The Faculty Administrator stratum included all deans and department chairs. The BOR/Administrator stratum included all Regents, Statewide administrators and campus administrators.
Supporting Factors	Any fact that supports the assessment score given an Action.
X.X.X.X	Action numerical designator. The first number represents the Six-Year Plan Element the Action falls under; it ranges from 1 to 3; there are 3 Elements in the plan. The second number represents the Goal the Action falls under; it ranges from 1 to 4; there are 10 Goals in the plan. The third number represents the Objective the Action falls under; it ranges from 1 to 6; there are 31 Objectives in the plan. The last number is the Action number; it ranges from 1 to 7; there 116 Actions in the plan.

1.1 GOAL Achieve institutional and program excellence and diversity within the UA System

1.1.1 OBJECTIVE Achieve effective, high quality programs of general education across the UA System

- 1.1.1.1 ACTION By System policy, require each accredited institution to have one general education requirement, regardless of the major course of study in baccalaureate or associate of arts degrees.
- 1.1.1.2 ACTION Establish common competency expectations for general education courses acceptable for transfer across the UA System, and institute testing of students for basic competency in reading, writing and mathematics.
- 1.1.1.3 ACTION Establish System policy that all UA Associate of Arts degrees meet the general education requirements at any UA university.
- 1.1.1.4 ACTION Assess the feasibility of a foreign or Native language requirement for bachelor's degree programs.
- 1.1.1.5 ACTION Include transcultural perspectives in appropriate courses and curricula, and assess the feasibility of requiring an introductory course in Alaska Native cultures.
- 1.1.1.6 ACTION Expand English language instruction for students whose first language is not English.



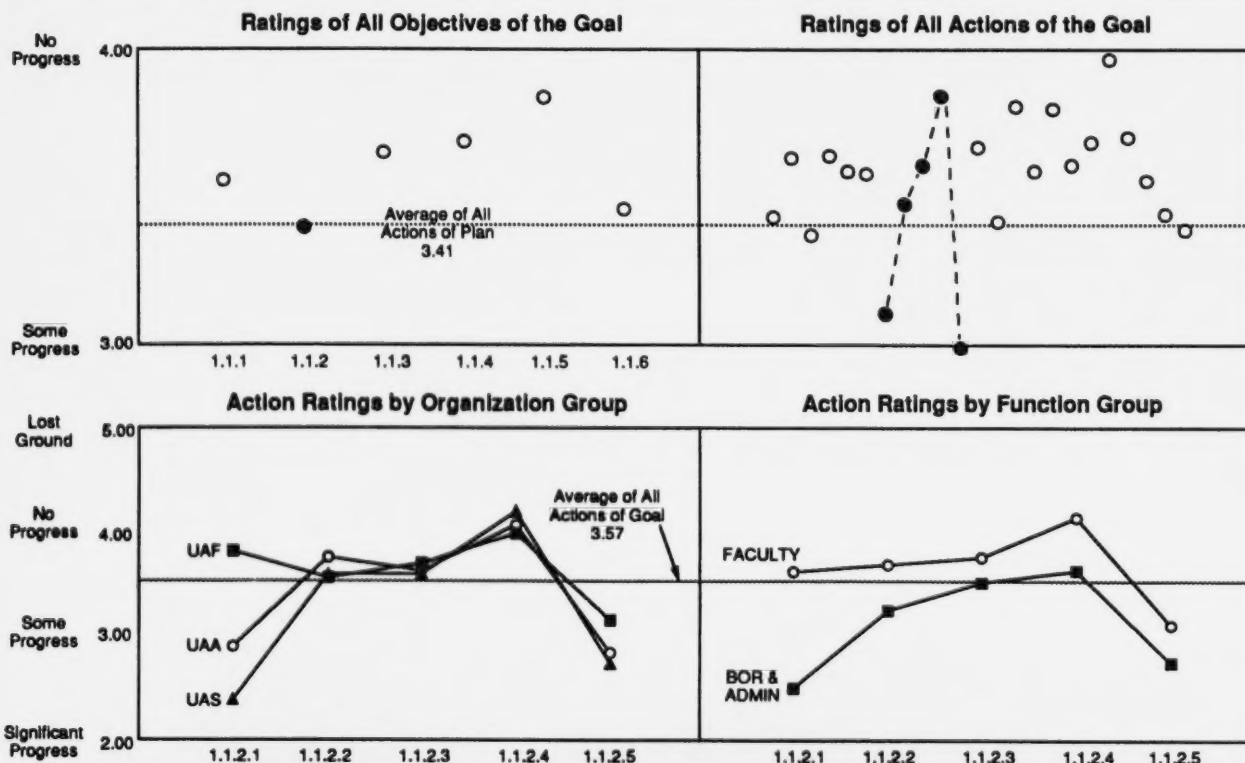
Statistics and Supporting Factors

	ACTIONS						ALL ACTIONS OF THE		
	1.1.1.1	1.1.1.2	1.1.1.3	1.1.1.4	1.1.1.5	1.1.1.6	Objective	Goal	6-yr Plan
Arithmetic Mean	3.43	3.66	3.36	3.67	3.61	3.60	3.56	3.57	3.41
Mode	3	4	3	4	4	4	4	4	3
Standard Deviation	0.70	0.56	0.76	0.70	0.81	0.69	0.71	0.76	0.83
Response Rate (%)	75%	84%	75%	75%	75%	71%	76%	77%	74%
Rank Within Objective	2	5	1	6	4	3			
Rank Within Goal (1-22)	6	15	3	16	12	10			
Supporting Factors									
1.1.1.1	Not appropriate given uniqueness of three multi-campus institutions / Now have a baccalaureate core requirement.								
1.1.1.2	Much more cooperation with high schools needed / Agreed on common placement test at UAF / ASSET Testing has begun / Need System retention study / Competency testing not required at UAF.								
1.1.1.3	Good link between urban campuses and branches / More work on Vo-Tech AAS general ed requirements needed.								
1.1.1.4	This must be decided on educational needs only / UAF core requirements discussing making this an option / UAF has done / UAF core curriculum completed / Is a requirement in UAF International Business Program / Not appropriate, should be dropped as an Action of the Six-Year Plan.								
1.1.1.5	Not applicable, should be done by cultural extra-curricular programs / Required in UAF behavioral sciences / Revised baccalaureate degree requirements are considering this now.								
1.1.1.6	Must include rural students / UAF special topics speech courses / ESL grant funds have decreased / Number of ESL course sections has decreased / Fall '86 to Fall '87 number of ESL classes increased from 10 to 13 (see Stat Abstract).								

1.1 GOAL Achieve institutional and program excellence and diversity within the UA System

1.1.2 OBJECTIVE Encourage high quality undergraduate and graduate programs, with special attention to professional programs in UA System institutions.

- 1.1.2.1 ACTION Review and modify institutional mission statements to specify which professional programs will be pursued in which institutions.
- 1.1.2.2 ACTION Review programs for need, demand and ability to pursue excellence.
- 1.1.2.3 ACTION Eliminate or consolidate programs where needs and demand are lacking, or where excellence cannot be achieved in six years.
- 1.1.2.4 ACTION Reallocate resources to programs which achieve excellence as measured by external review.
- 1.1.2.5 ACTION Provide increased mainframe and microcomputer capabilities to all UA System institutions to meet students' instructional needs.



Statistics and Supporting Factors

	ACTIONS					ALL ACTIONS OF THE		
	1.1.2.1	1.1.2.2	1.1.2.3	1.1.2.4	1.1.2.5	Objective	Goal	6-yr Plan
Arithmetic Mean	3.06	3.48	3.63	3.90	2.93	3.40	3.57	3.41
Mode	3	3	4	4	3	3	4	3
Standard Deviation	1.16	0.95	0.74	0.73	0.86	0.96	0.76	0.83
Response Rate (%)	80%	90%	87%	84%	90%	86%	77%	74%
Rank Within Objective	2	3	4	5	1			
Rank Within Goal (1-23)	2	8	14	22	1			

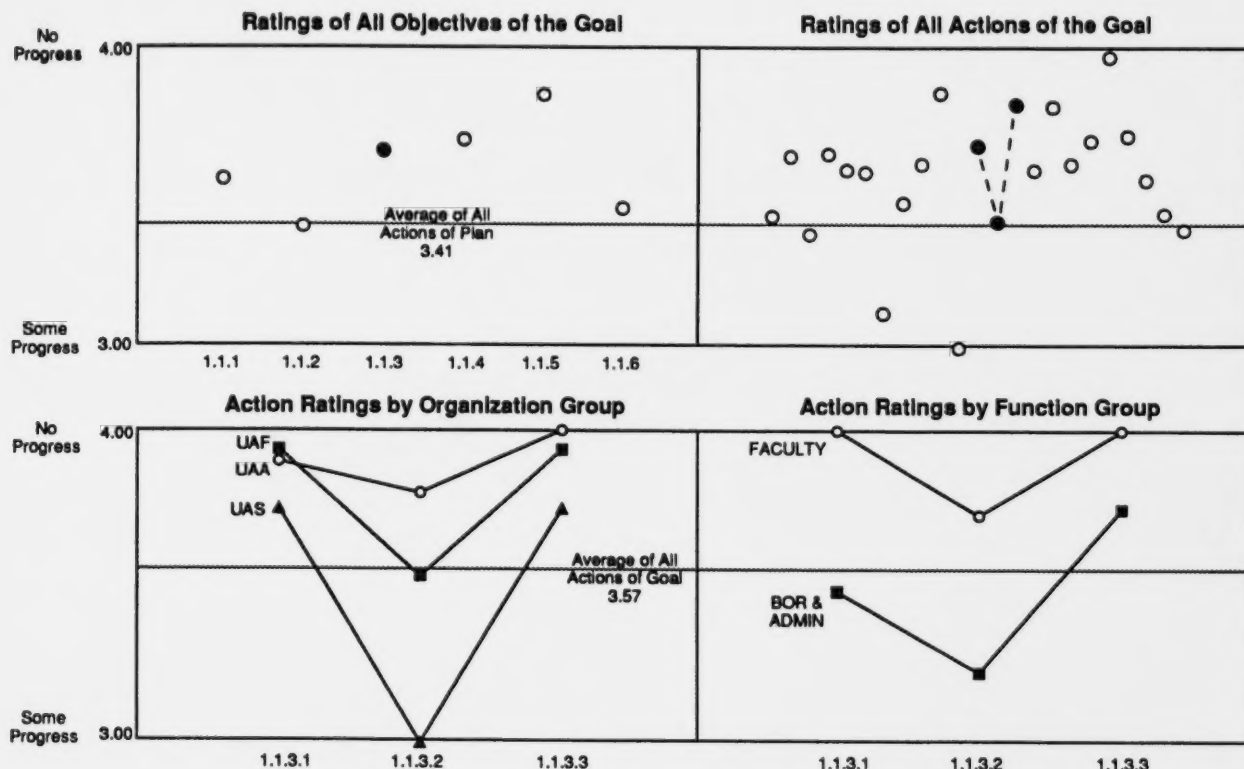
Supporting Factors

- 1.1.2.1 We had a chance to do more with new mission statements / Need more effort in Vo-Tech in rural AK / Need to address program duplication / UAF management has earned AACSB accreditation / Need to stress distinctions better / Confusion still exists especially with UAA public policy and business / IRACs did much of this but more needed / Essentials achieved due to restructuring / Regents' policy as of July '88.
- 1.1.2.2 Few resources made available to do formal reviews / Some progress made in Social Work / More effort in Vo-Tech / Assembly focus 1987-88 / Further ahead on this prior to restructuring; as it settles down progress should resume / On hold due to restructuring / UAA completed program review.
- 1.1.2.3 Very hard to accomplish because of political strife the process causes / UAF suspension of some behavioral science programs / Not applicable because excellence is not a factor in these decisions / FY89 UAF suspension of AAS programs in drafting, electronics, petroleum, Yupik, justice, info tech / From FY86-88 UA duplicated programs decreased from 79 to 67 (see Stat Abstract).
- 1.1.2.4 There has been no publicity on these if they have been done / Significant progress made in UAF social work / Some outstanding programs are losing ground due to restructuring / Occurring in accreditation process / Not applicable because excellence is not a factor in these decisions / Budget reallocations in FY87 and FY88 / Much more work by the staff and Regents needs to be done.
- 1.1.2.5 FY90 Request - UAF NSF NET Communications Link \$75.0 / FY90 Request - Acad Comp Maint UAA \$91.2, UAF \$114.8, UAS \$54.0 / FY89 Approp - Instruc Equip Replacement UAA \$580.0, UAF \$325.3, UAS \$20.0 / FY89 Approp - UAF Computer Maint \$55.0 / FY89 Approp - UAF Rural College Computer Maint \$10.0 / Progress is offset by increased demand / UAA major purchase of micros this summer / UAF VAX memory upgrade / NorthWestNet supercomputer link established / Need EtherNet network / Adequate when compared to Outside / UACN supplied usage stats way up.

1.1 GOAL: Achieve institutional and program excellence and diversity within the UA System

1.1.1 OBJECTIVE: Strengthen the effectiveness, responsiveness and integration of vocational and technical education

- 1.1.3.1 ACTION** Improve review criteria for determining the continuation of vocational programs, for instituting new ones, and for discontinuing others.
- 1.1.3.2 ACTION** Seek support from the private sector in promoting vocational technical education, including business and industry partnerships.
- 1.1.3.3 ACTION** Establish carefully defined agreements which articulate vocational education offerings between UA institutions and high schools, vocational/technical schools, and business and industry.



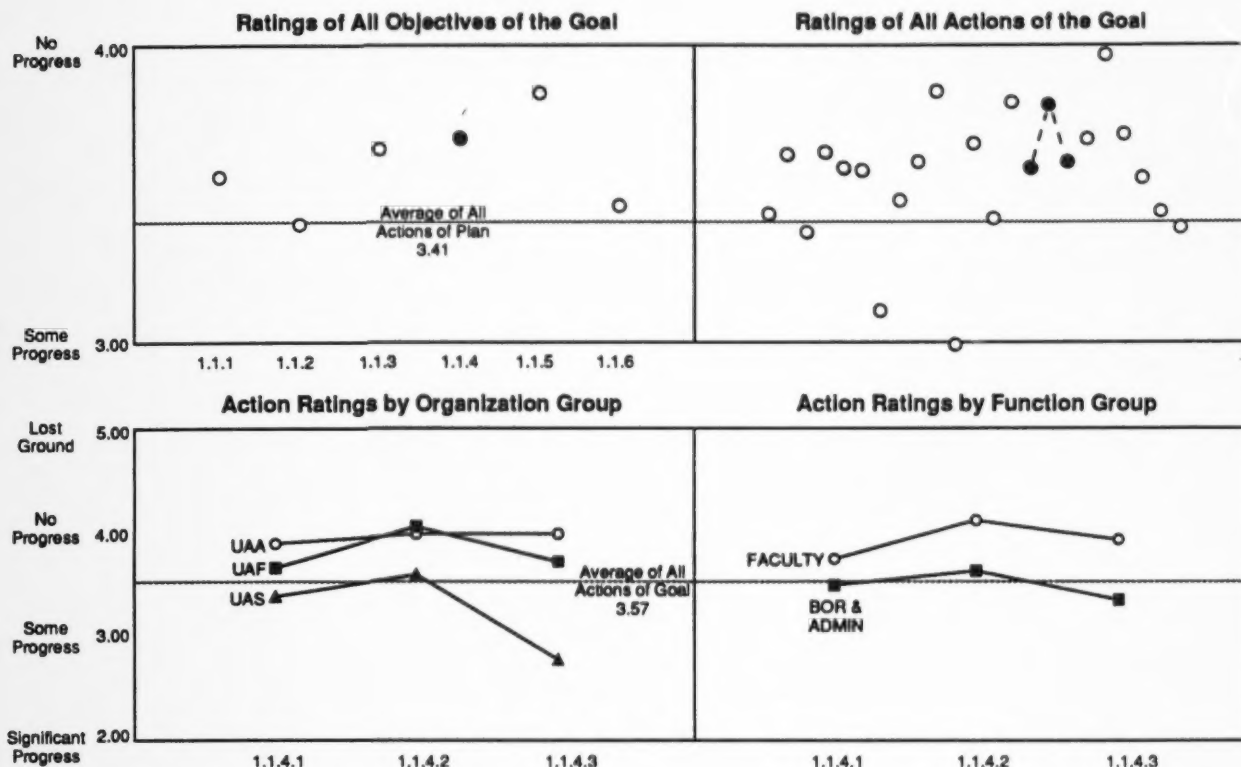
Statistics and Supporting Factors

	ACTIONS			ALL ACTIONS OF THE		
	1.1.3.1	1.1.3.2	1.1.3.3	Objective	Goal	6-yr Plan
Arithmetic Mean	3.70	3.41	3.86	3.65	3.57	3.41
Mode	4	3	4	4	4	3
Standard Deviation	0.77	0.90	0.68	0.81	0.76	0.83
Response Rate (%)	74%	74%	72%	73%	77%	74%
Rank Within Objective	2	1	3			
Rank Within Goal (1-23)	17	5	21			
Supporting Factors						
1.1.3.1	FY89 Approp - SPS Voc Ed Quick-Start \$200.0 / SW vo-tech coordinating office just established / UAS improved but UAA and UAF no progress or negative progress / SW vo-tech and institutional research offices need to do annual report / Will see more as SW vo-tech comes online / Confusion exists due to restructuring / Must link program offerings with manpower needs of state / FY86-87 vo-tech degrees awarded increased by 17% (see Stat Abstract)					
1.1.3.2	FY90 Request - UAS Small Business Incubator \$40.1 / FY89 Approp - UAF Mineral Engr Tech Assist / FY89 Approp - UAA Enterprise Chair \$30.0 / FY89 Approp - SPS Voc Ed Quick-Start \$200.0 / Kenal is doing good / UAA's MAPTS does this / UAS-Green's Creek Mine program / Restructuring has caused the need to reforge business and industry support / May happen in FY90 but is too soon to determine yet / Fine goal but difficult to accomplish because of small private sector in Alaska / Northwest College relationship with mining industry.					
1.1.3.3	FY90 Request - SW Vo-Tech Prog Admin \$215.0, MAPTS SE Mining \$150.0, UAA Faculty and Labor Pool \$539.0, MSC Faculty \$47.4, IC Health Science \$50.0, KEC Nursing \$29.8, MAPTS Labor Pool \$26.0, UAA Equip Replace \$107.8, KPC Electronics Faculty \$21.0, UAS Small Business Incubator \$40.1 / FY89 Approp - SPS Voc Ed Quick-Start \$200.0 / Stagnant / May happen in FY90 but is too soon to determine yet / Move this up in priority list / Important but ground was lost in 1987-88 / UAA - Anchorage School District agreement / UAF NWC - Nome Public Schools - mining industry work / Fall '86 to Fall '87 UA System vocational-technical credit course class sections decreased from 1,601 to 1,153 - or by -26% (see Stat Abstract).					

1.1 GOAL Achieve institutional and program excellence and diversity within the UA System

1.1.4 OBJECTIVE Improve the quality and availability of teacher education programs for current and new elementary and secondary school teachers.

- 1.1.4.1 ACTION Develop and implement a systemwide plan to strengthen the commitment of UA institutions to the preparation of teachers for Alaska's schools.
- 1.1.4.2 ACTION In coordination with the Alaska Department of Education and local school districts, develop and implement an agenda for education research and continuing education.
- 1.1.4.3 ACTION Emphasize the education of Alaskans to become teachers in Alaska's schools.



Statistics and Supporting Factors

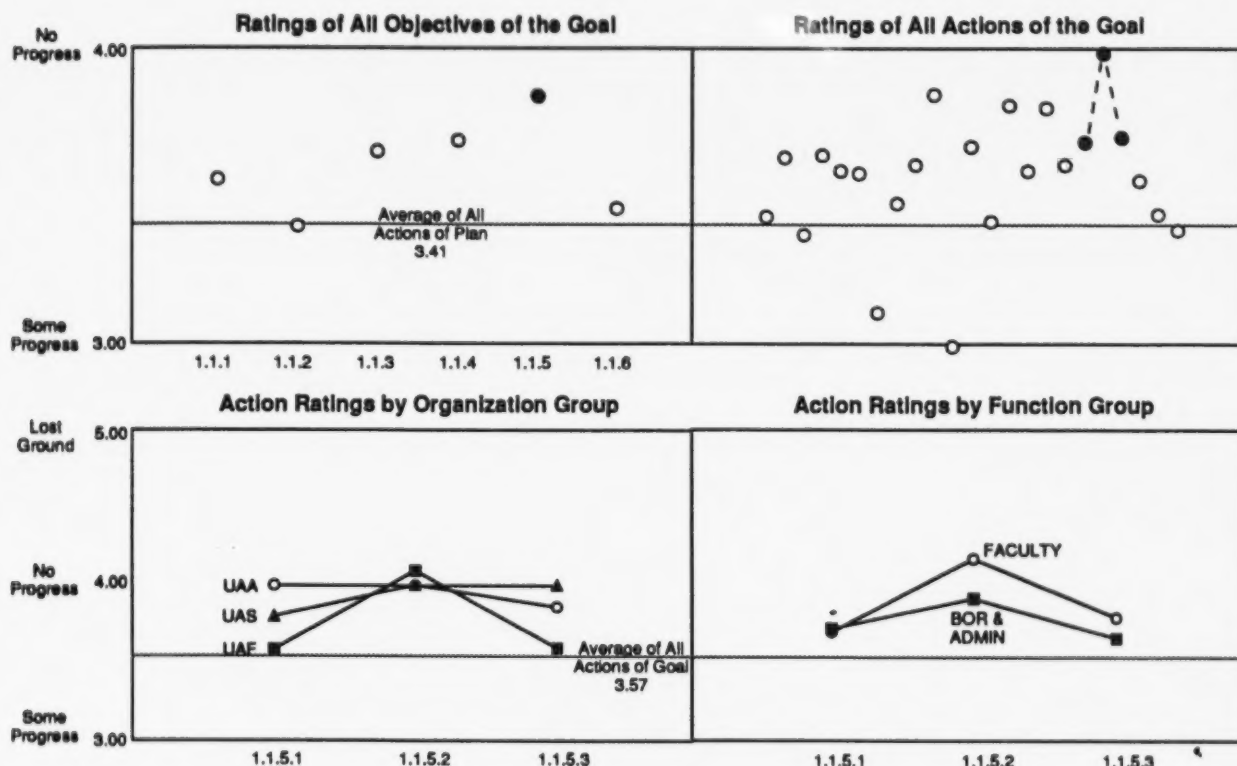
	ACTIONS			ALL ACTIONS OF THE		
	1.1.4.1	1.1.4.2	1.1.4.3	Objective	Goal	6-yr Plan
Arithmetic Mean	3.61	3.65	3.63	3.60	3.57	3.41
Mode	4	4	4	4	4	3
Standard Deviation	0.62	0.63	0.63	0.63	0.76	0.63
Response Rate (%)	74%	67%	67%	69%	77%	74%
Rank Within Objective	1	3	2			
Rank Within Goal (1-23)	11	20	13			

Supporting Factors

- 1.1.4.1 FY90 Request - UAS IC Mt Edgecumbe Credential Endorsement and Teacher Ed \$27.4 / FY89 Approp - UAA Special Ed Program \$50.0 / Too early must get UAF Rural College organized first / Need to look at what is happening by whom / Will improve as UA focus moves away from logistics of restructuring / Will see measurable progress by FY90 / Out-of-state teacher recruitment continues, UA educated teachers not eagerly sought out by AK school districts.
- 1.1.4.2 FY90 Request - UAS IC Mt Edgecumbe Credential Endorsement and Teacher Ed \$27.4 / FY89 Approp - UAF Rural Col Enhancement \$226.9 / The education futures conference will discuss / Still too many AK high school grads with poor math and English skills / Monetary support for this has decreased / UA deans met with HS superintendents so we're talking / More faculty-teacher exchanges needed / Restructuring has facilitated delivery of upper division and graduate education courses at former community college sites.
- 1.1.4.3 FY90 Request - UAS IC Mt Edgecumbe Credential Endorsement and Teacher Ed \$27.4 / FY89 Approp - UAF AK Native Language Center \$115.0 / UAF trying to emphasize this year / UAF X-CED program focus / FY86-87 UA System education degree recipients increased by 24% (see Stat Abstract).

- 1.1 GOAL Achieve institutional and program excellence and diversity within the UA System
- 1.1.5 OBJECTIVE Develop the capacity for effective science education in UA System institutions.

- 1.1.5.1 ACTION Develop core instructional programs to include competent science instruction.
- 1.1.5.2 ACTION Develop the necessary science faculty and adequate scientific equipment and laboratories to provide competent science instruction.
- 1.1.5.3 ACTION Assess the feasibility of increasing the science requirement in general education curricula.



Statistics and Supporting Factors

	ACTIONS			ALL ACTIONS OF THE		
	1.1.5.1	1.1.5.2	1.1.5.3	Objective	Goal	6-yr Plan
Arithmetic Mean	3.72	4.04	3.74	3.84	3.57	3.41
Mode	4	4	4	4	4	3
Standard Deviation	0.77	0.78	0.64	0.75	0.76	0.83
Response Rate (%)	71%	77%	66%	71%	77%	74%
Rank Within Objective	1	3	2			
Rank Within Goal (1-23)	18	23	19			
Supporting Factors						
1.1.5.1	FY90 Request - UAF Biochem-Molecular Biology \$346.0 / Need natural science facility at UAF for more progress / UAF research is a major emphasis, instruction needs more / Beginning now, but it must involve the public school system if Alaska is to move toward a competitive level of science education and away from remedial science education / Fall '86 to Fall '87 UA System number of science and math credit course classes decreased from 1,418 to 1,223 (-14%), the largest decreases occurred in General Science (-40%), math and statistics (-21%); the greatest increase occurred in computer science (+21%) (see Stat Abstract).					
1.1.5.2	FY90 Request - UAF Biochem-Molecular Biology \$346.0 / Decline in lab facilities / Lab equipment modernization needed badly / Natural Sciences building at UAF needed / Equipment, facilities, and faculty have deteriorated / FY89 budget gave no support to science instruction / UAF priority focus but is hampered by a lack of funds / Adequate software, mainframe and supercomputer computer access / UAA faculty turnover in math and science hurt progress / UAS marine electronics distance delivered science labs are now available / UAF graphics workstations needed for physics.					
1.1.5.3	FY90 Request - UAF Biochem-Molecular Biology \$346.0 / Included in new UAF core requirement review in 1988 / Need more recognition or reward for good science teaching in the tenure and promotion process / FY86-87 UA System science degree recipients decreased by 4% (see Stat Abstract).					

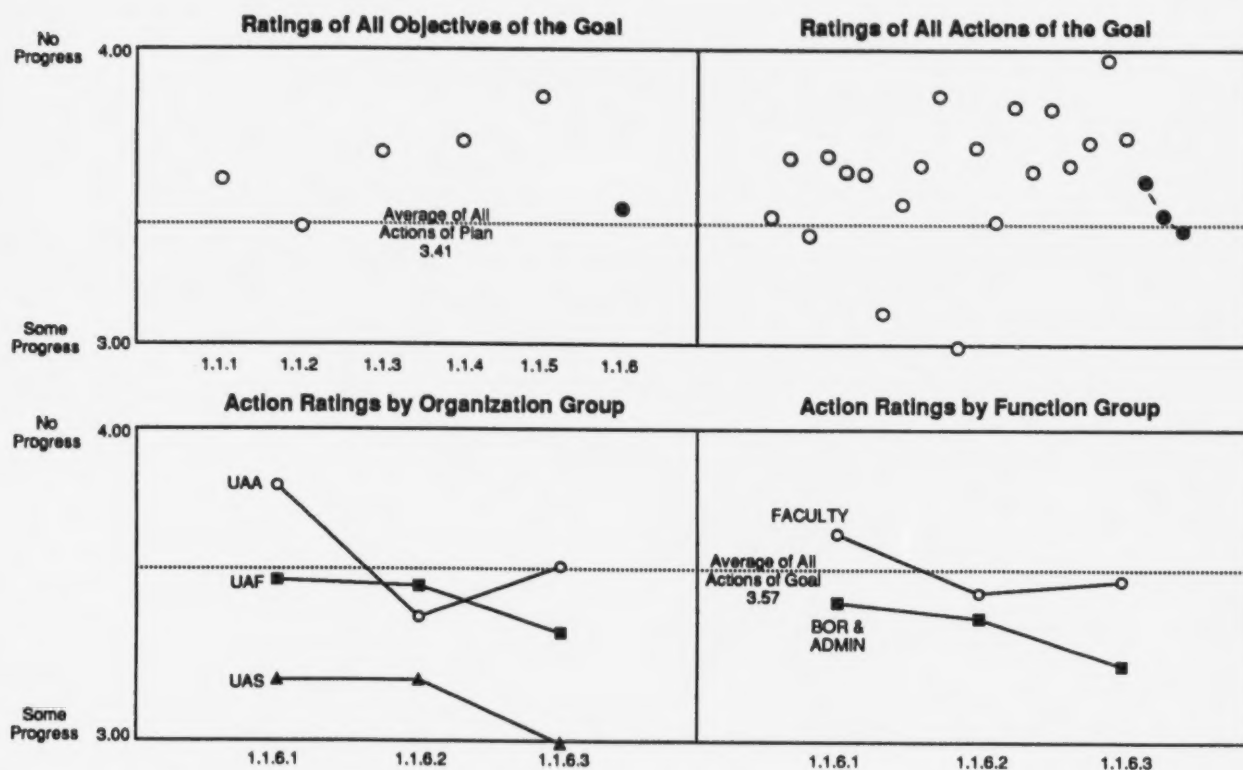
1.1 GOAL Achieve institutional and program excellence and diversity within the UA System

1.1.6 OBJECTIVE Improve education in the art and science of communication and information

1.1.6.1 ACTION Develop core instructional programs to include quality instruction in reading, writing, speaking and communication of quantitative information.

1.1.6.2 ACTION Provide instruction on the nature and uses of data, information, analytical methods, and information systems.

1.1.6.3 ACTION Provide instruction in the techniques employed to seek, analyze and communicate data and information, including library reference searches, use of data bases, statistical analysis, computerized summarization and analysis, etc.



Statistics and Supporting Factors

	ACTIONS			ALL ACTIONS OF THE		
	1.1.6.1	1.1.6.2	1.1.6.3	Objective	Goal	6-yr Plan
Arithmetic Mean	3.57	3.44	3.38	3.46	3.57	3.41
Mode	4	3	3	3	4	3
Standard Deviation	0.70	0.71	0.65	0.69	0.76	0.83
Response Rate (%)	75%	80%	75%	77%	77%	74%
Rank Within Objective	3	2	1			
Rank Within Goal (1-5)	9	7	4			

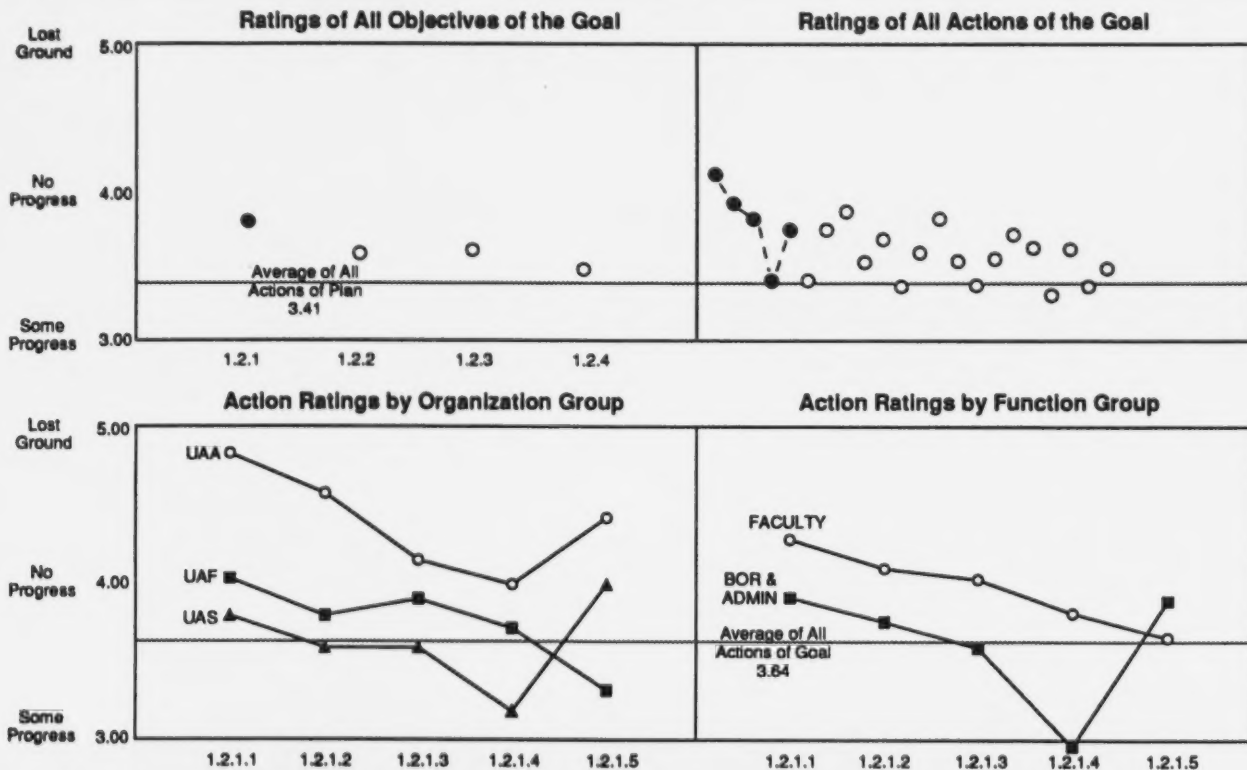
Supporting Factors

- 1.1.6.1 FY90 Request - UAS Math and Communications Faculty \$94.4 / FY89 Approp - UAA Debate Team \$70.0 / Supplemented by student newspapers, UAF campus news service and UAA AK quarterly review / In early planning and Implementation stages for SW distance delivery / UAF part of regular core courses / Too many students passing core courses still can't satisfactorily write a college level composition, do fractions, or comprehend college level reading material / Reduction in developmental math and English staff / Seek articulation agreements with public schools to transfer as much developmental or remedial course work to high school adult education programs as possible / Will be discussed at upcoming Education Futures Conference.
- 1.1.6.2 FY90 Request - UAS Math and Communications Faculty \$94.4, UAS Math-Science and Art Faculty \$90.8, PWS Math and Computer Sci Faculty \$48.1 / UAF part of regular core courses / Need more enlightened academic computer support to help integrate technology into the classroom / Making research methods a first semester freshman required course would help / Technology is changing faster than we can keep up with budgetarily.
- 1.1.6.3 FY90 Request - UAS Math and Communications Faculty \$94.4, UAS Math-Science and Art Faculty \$90.8, PWS Math and Computer Sci Faculty \$48.1 / Training has been provided in GNOSIS / UAF part of regular core courses / SAS-SPSS-DISPLA and other software enhance the analysis and use of data / K-12-postsecondary coordination beginning per SWOIR coordinated conference with State officials in Juneau in 1988 / More progress if provided increased support for library materials / FY85-86 UA System library expenditures decreased by 2% (see Stat Abstract).

1.2 GOAL Provide programs and services which will enable students to achieve their full intellectual and social potential

1.2.1 OBJECTIVE Attract and sustain a high quality faculty

- 1.2.1.1 ACTION** Attract high quality faculty with expertise in specific fields through nationwide recruiting, competitive compensation, and the establishment of endowed chairs.
- 1.2.1.2 ACTION** Provide instructional development opportunities for full- and part-time faculty through programs at each institution, including training in effective teaching strategies, distance-delivery, non-traditional course development, and adult learning.
- 1.2.1.3 ACTION** Establish goals and objectives in each institution for granting sabbatical and professional development leave, and for promoting faculty exchanges.
- 1.2.1.4 ACTION** Establish policies, classifications and procedures for non-tenure track faculty, including term, research, visiting, affiliate and adjunct appointments.
- 1.2.1.5 ACTION** Increase representation of female and minority faculty, especially Alaska Native faculty.



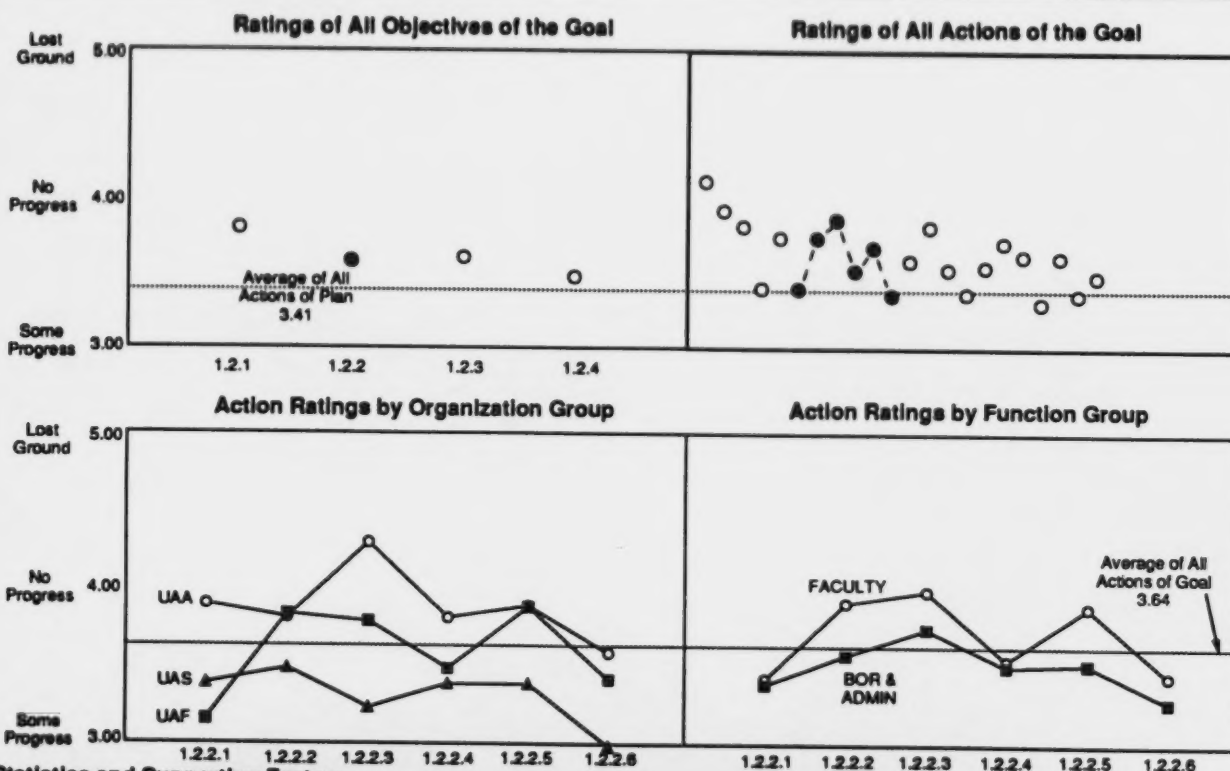
Statistics and Supporting Factors

	ACTIONS					ALL ACTIONS OF THE		
	1.2.1.1	1.2.1.2	1.2.1.3	1.2.1.4	1.2.1.5	Objective	Goal	6-yr Plan
Arithmetic Mean	4.13	3.94	3.63	3.42	3.76	3.82	3.64	3.41
Mode	5	4	4	3	4	4	4	3
Standard Deviation	1.05	0.82	0.79	0.95	0.89	0.93	0.80	0.83
Response Rate (%)	92%	87%	87%	87%	82%	87%	80%	74%
Rank Within Objective	5	4	3	1	2			
Rank Within Goal (1-32)	22	21	18	5	17			
Supporting Factors								
1.2.1.1	FY90 Request - COMP Market Based Compensation \$2,500.0, COMP Pay Adj \$5,000.0 / FY89 Approp - SPS Staff Benefits Specialist, COMP Market Pay Adjustments \$1,500.0 / Faculty-Staff salaries are becoming less competitive with Outside / Endowed chairs at UAF (Chapman chair by BOR policy 10.09.01 funded by state and private at \$90,000 per yr), UAS (Egan chair funds to be collected from private sector), UAA (Atwood chair \$100,000 private donation per yr) / Progress made via 1988 market-based adjustments / 4th year with no COLA / No merit system / FY86-87 UA System FT faculty decreased by 6%, number of PT faculty increased by 4% (see Stat Abstract).							
1.2.1.2	UAF faculty development efforts expended in 1987-88 / No emphasis on quality teaching especially at UAF / No travel or special projects funds / good faculty orientation / Although faculty development offices are new, have to see if they will receive adequate institutional support / NWC FIPSE grant.							
1.2.1.3	Policy has been written / UAA dollars for sabbatical leaves were the first to go / UAF faculty exchange program / UAF Midnight Sun Writers Conference.							
1.2.1.4	Included in the new tenure and promotion policy that is under consideration / Policy has been written.							
1.2.1.5	Affirmative Action program is not effective enough / Efforts seem to be focused on classified ranks / Emphasize Alaska Natives / UAF new female faculty hired in electrical engineering / Achieved as significantly more women and minorities have been hired the last two years / FY86-87 FT female faculty proportion increased from 27% to 28%, PT decreased from 50% to 49% / FY86-87 FT minority and alien faculty proportion remained constant at 17%, PT decreased from 12% to 10% / FY86-87 FT Native faculty proportion increased from 6% to 7%, PT decreased from 5% to 4% (Stat Abstract).							

1.2 GOAL Provide programs and services which will enable students to achieve their educational and career potential

1.2.2 OBJECTIVE Attract Alaskan students

- 1.2.2.1 ACTION** Increase marketing and recruitment through tuition scholarships and institutional participation in student searches and high school honors programs, summer institutes, etc.
- 1.2.2.2 ACTION** Support the Alaska Student Loan Program, inclusion of part-time students, and incentives to encourage students to attend Alaskan colleges and universities.
- 1.2.2.3 ACTION** Create scholarships and other incentives to encourage community college graduates to attend UA System universities.
- 1.2.2.4 ACTION** Establish, employ, and publicize procedures for advanced high school students to enroll in UA institutions for on-campus and distance-delivered instruction.
- 1.2.2.5 ACTION** Increase knowledge of and access to financial assistance through needs-based programs, scholarships, assistantships, fellowships and work-study programs.
- 1.2.2.6 ACTION** Provide each Alaskan high school student with information about UA System colleges, universities, and program opportunities.



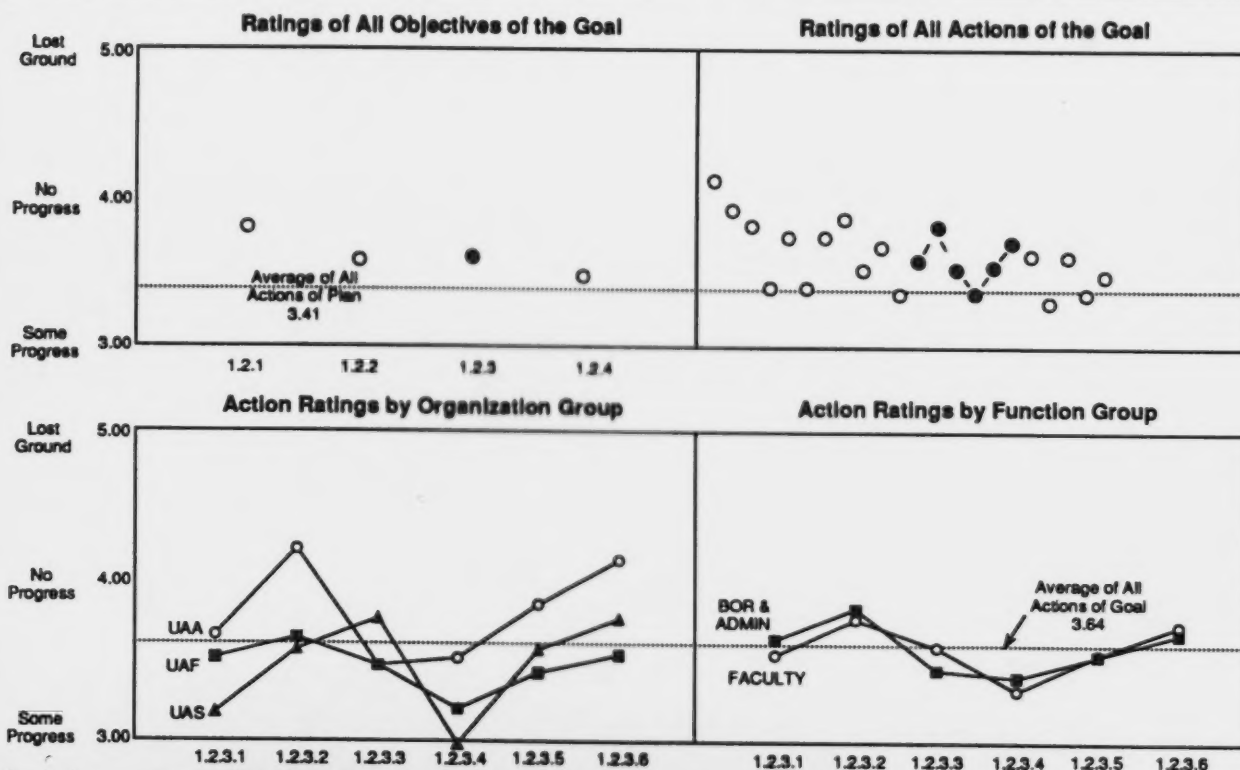
Statistics and Supporting Factors

	ACTIONS						ALL ACTIONS OF THE		
	1.2.2.1	1.2.2.2	1.2.2.3	1.2.2.4	1.2.2.5	1.2.2.6	Objective	Goal	6-yr Plan
Arithmetic Mean	3.42	3.76	3.68	3.54	3.70	3.38	3.80	3.64	3.41
Mode	3	4	4	4	4	3	4	4	3
Standard Deviation	0.72	0.74	0.59	0.77	0.73	0.67	0.72	0.80	0.83
Response Rate (%)	85%	77%	74%	79%	72%	80%	77%	80%	74%
Rank Within Objective	2	5	6	3	4	1			
Rank Within Goal (1-32)	6	16	20	8	14	2			
Supporting Factors									
1.2.2.1	FY88 Approp - UAS Financial Aid \$33.9 / UAA slightly increased number of scholarships / UAF RAHI and other individual honors programs are very successful / UAF - Rotary International student exchange program has 60 students attending UAF in FY89 / UAS established a number of new scholarships / 1987 WEIO tuition waivers / FY88-88 Native student credit headcount proportion decreased from 6% to 7% (see Stat Abstract)								
1.2.2.2	State loan program cuts will result in more students staying in AK / FY87-88 proportion of AK Student Loan recipients attending UA fell from 37% to 36% (see System & Campus Enroll Project & Envir Scan 1988-1989).								
1.2.2.3	Should be on a competitive basis for all students / Change wording from 'community college graduates' to 'two-year program graduates.'								
1.2.2.4	UAA - Anchorage School District high school student technology program / Quest KPC tuition agreement with area public schools / Statewide Assembly report 'Enterprise and Excellence' distributed to all AK public schools.								
1.2.2.5	FY90 Request - UAA Res-Grad Studies Admin \$100.0, UAA CAS Grad Assistantships \$135.0, UAA CAS Student Assist \$50.0, UAA Student - Minority Services \$229.3, UAA SPA Access for AK Natives to Justice Careers \$8.6, UAF Grad Assistantships \$700.0, UAF Fisheries Assistantships \$200.0, UAS Minority Student Recruitment-Retention \$107.6 / Improvement needed in UAF Rural College.								
1.2.2.6	UAF added recruiters / KPC provides info to high schools / Statewide Assembly report 'Enterprise and Excellence' distributed to all AK public schools.								

1.2 GOAL: Provide programs and services which will enable students to achieve their full intellectual and social potential.

1.2.1 OBJECTIVE: Improve the quality and increase the availability of academic advisement for all students.

- 1.2.3.1 ACTION** Establish, offer and encourage faculty participation in workshops on student academic advisement and course transfer evaluation.
- 1.2.3.2 ACTION** Include assessment of academic advising in annual faculty review and evaluation, utilizing input from students.
- 1.2.3.3 ACTION** Provide faculty advisors with computer access to student academic records to improve advising and to ensure prompt transfer evaluations.
- 1.2.3.4 ACTION** Establish placement and achievement testing programs to assist in academic advisement.
- 1.2.3.5 ACTION** Develop materials and processes to inform faculty advisors and students of on-campus and distance-delivered courses, and of alternative options for earning credit.
- 1.2.3.6 ACTION** Improve academic advising for all students via data bases, brochures, program guides, and audio conferencing, with a special emphasis on students residing at a distance from campuses.



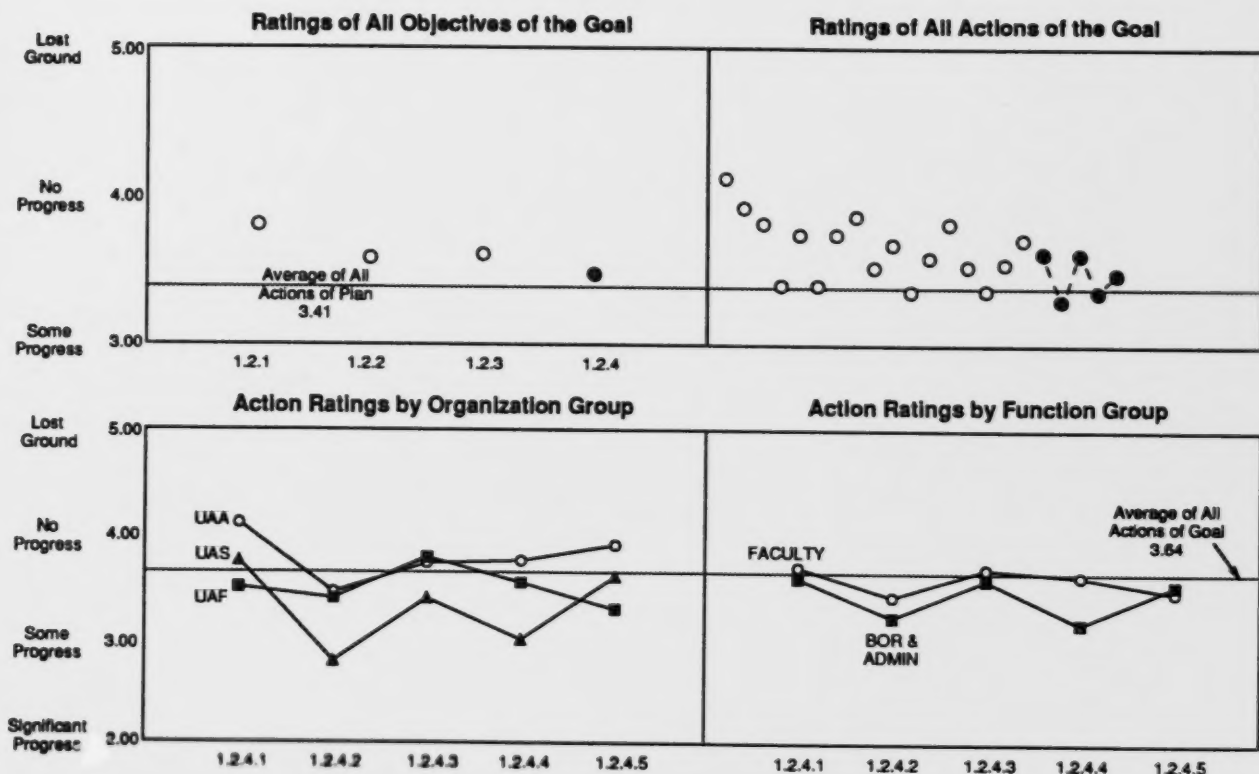
Statistics and Supporting Factors

	ACTIONS						ALL ACTIONS OF THE		
	1.2.3.1	1.2.3.2	1.2.3.3	1.2.3.4	1.2.3.5	1.2.3.6	Objective	Goal	6-yr Plan
Arithmetic Mean	3.61	3.83	3.55	3.39	3.57	3.73	3.62	3.64	3.41
Mode	4	4	4	3	4	4	4	4	3
Standard Deviation	0.73	0.86	0.72	0.88	0.74	0.84	0.70	0.80	0.83
Response Rate (%)	80%	80%	79%	79%	79%	82%	79%	80%	74%
Rank Within Objective	4	6	2	1	3	5			
Rank Within Goal (1-22)	11	19	9	4	10	15			
Supporting Factors									
1.2.3.1	UAS held faculty advising workshop / UAA designated a full-time faculty advising coordinator / Restructured advising center at UAF showed progress.								
1.2.3.2	Some UAF faculty discount student ability to evaluate them as teachers / Faculty senates incorporating into campus procedures / Though part of yearly UAA faculty evaluations, they haven't been used.								
1.2.3.3	UAA faculty access to SIS has increased, training helped / UAF faculty advisor use of SIS not available by UAF A&R / Semester advising reports available.								
1.2.3.4	FY89 Approp - UAS Academic Advising-Student Assessment \$38.4 / UAA ASSET testing not available to all students / UAS Placement and achievement testing programs at counseling center / UAA use of local assessment tests / ASSET used at UAA / Part of UAF advising center policy.								
1.2.3.5	FY89 Approp - UAS Academic Advising-Student Assessment \$38.4 / UAF NWC expanding to more regional sites / UAF registration and advising procedure not taking full advantage of SIS yet / UAF Rural College has much experience in doing this well / To be in SW Assembly's 'Opportunities' publication.								
1.2.3.6	FY80 Request - UAA Student Health-Ed Cntr \$101.7, UAA Student Placement Office \$116.8, UAA Outreach-Retention \$165.8, KPC Recruitment \$10.4, UAA Student Svcs \$229.3, UAF Retention \$182.0 / FY89 Approp - UAS Counseling-Health Srv \$80.7, UAS Academic Advising-Student Assess \$38.4. Course schedules too late / SIS provides a strong basis for accomplishing this / UAA low priority increments / Rural colleges lost student services staff.								

1.2 GOAL Provide programs and services which will enable students to achieve their full intellectual and social potential

1.2.4 OBJECTIVE Foster the development of each student's social, cultural, and intellectual potential and well-being

- 1.2.4.1 ACTION** Review, refine and implement institutional plans relating to student development in campus-based and distance-delivered programs.
- 1.2.4.2 ACTION** Enhance campus student housing programs to improve the intellectual, cultural and recreational life of students on campuses.
- 1.2.4.3 ACTION** Improve intellectual, cultural and recreational opportunities for part-time and non-resident students.
- 1.2.4.4 ACTION** Provide student services appropriate to each institution's mission and constituents' needs.
- 1.2.4.5 ACTION** Provide opportunities for students to learn about and experience cultural settings different from their own.



Statistics and Supporting Factors

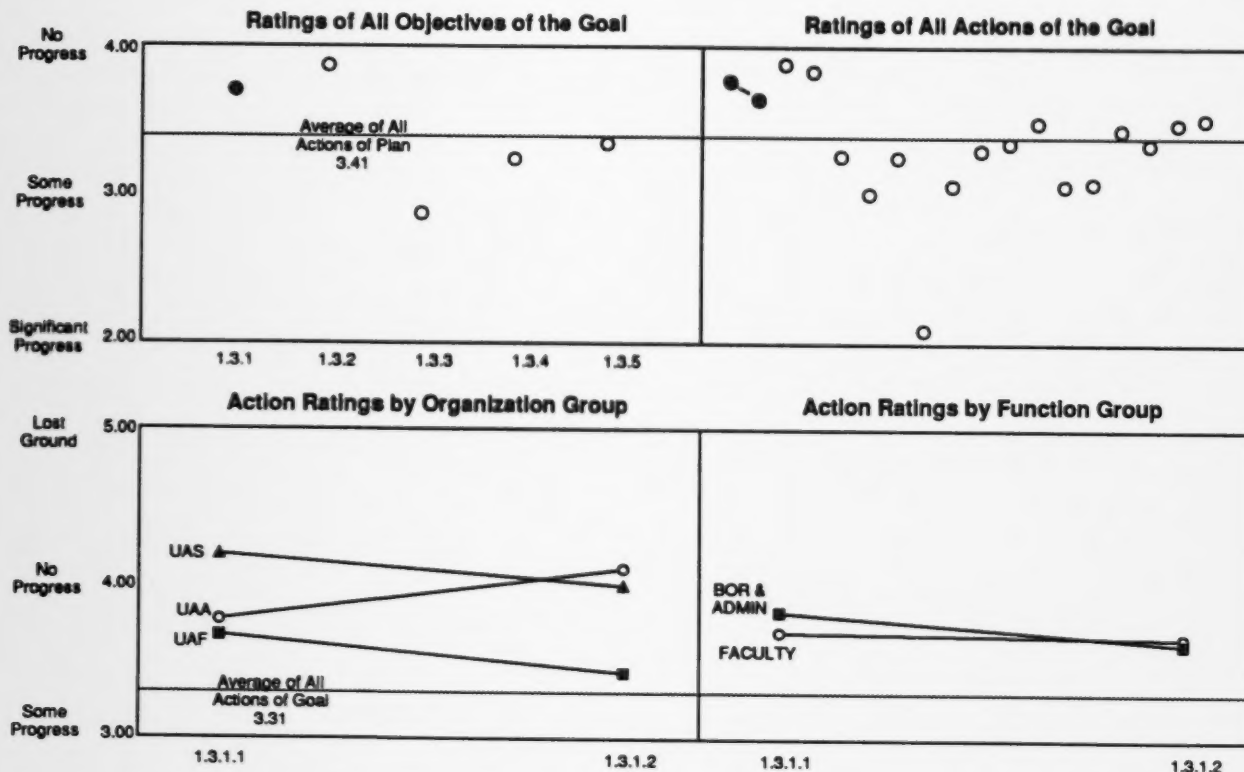
	All Actions					ALL ACTIONS OF THE		
	1.2.4.1	1.2.4.2	1.2.4.3	1.2.4.4	1.2.4.5	Objective	Goal	6-yr Plan
Arithmetic Mean	3.64	3.32	3.63	3.36	3.50	3.49	3.64	3.41
Mode	4	3	4	3	4	4	4	3
Standard Deviation	0.74	0.75	0.83	0.98	0.85	0.86	0.80	0.83
Response Rate (%)	74%	80%	75%	79%	80%	78%	80%	74%
Rank Within Objective	6	1	4	2	3			
Rank Within Goal (1-25)	13	1	12	3	7			
Supporting Factors								
1.2.4.1	UAF upper division and graduate distance delivered course quality questioned / UAF more accomplished since CCREE units became part of the Rural College / FY86-87 UAF Correspondence Study Program earned credit hours increased from 1,793 to 1,960 (+12%) (see Stat Abstract).							
1.2.4.2	Additional traditional dorm structures needed / UAF NANA house for Native students / FY87 dorm occupancy rate was 95% (see Stat Abstract).							
1.2.4.3	FY90 Request - UAA Athletics Travel and Non-Revenue Sports Sppt / UAF Summer Arts Festival / UAF access is major problem because of parking especially critical during extremely cold weather / UAF sports facilities are 1960's vintage / Rural colleges have limited opportunities for this.							
1.2.4.4	FY90 Request - UAA Student Svcs-Minority Svc \$229.3, UAA CAS Student Assistants, UAS Minority Student Retention-Recruitment / Too much UAF concern about inadequacies of foreign students versus AK Native students / A focus of restructuring / UAA FY87-88 reduction in student services staff has resulted in poorer services to students / UAF needs full-time foreign student advisor to meet international students' needs.							
1.2.4.5	UAA cooperative arrangements are not pursued aggressively enough / UAF Festival of Native Arts / UAF core course discussions include this factor / Need a reverse RAHII taking urban students to rural settings / UAF joint agreements with Gifu, Nagoya Gakuin, Hokaido, Heilongjiang, Copenhagen, McGill and Tokai universities.							

1.3 GOAL—Improve access to instructional programs through improved articulation, more effective delivery systems, more cost-effective facilities, and current instructional and informational technologies.

1.3.1 OBJECTIVE Establish better articulation between UA System institutions.

1.3.1.1 ACTION Assess the feasibility of establishing common competency expectations for degree majors acceptable for transfer across the UA System.

1.3.1.2 ACTION Develop a UA System Program Guide which includes complete information on requirements of all UA System institutions' degree programs.

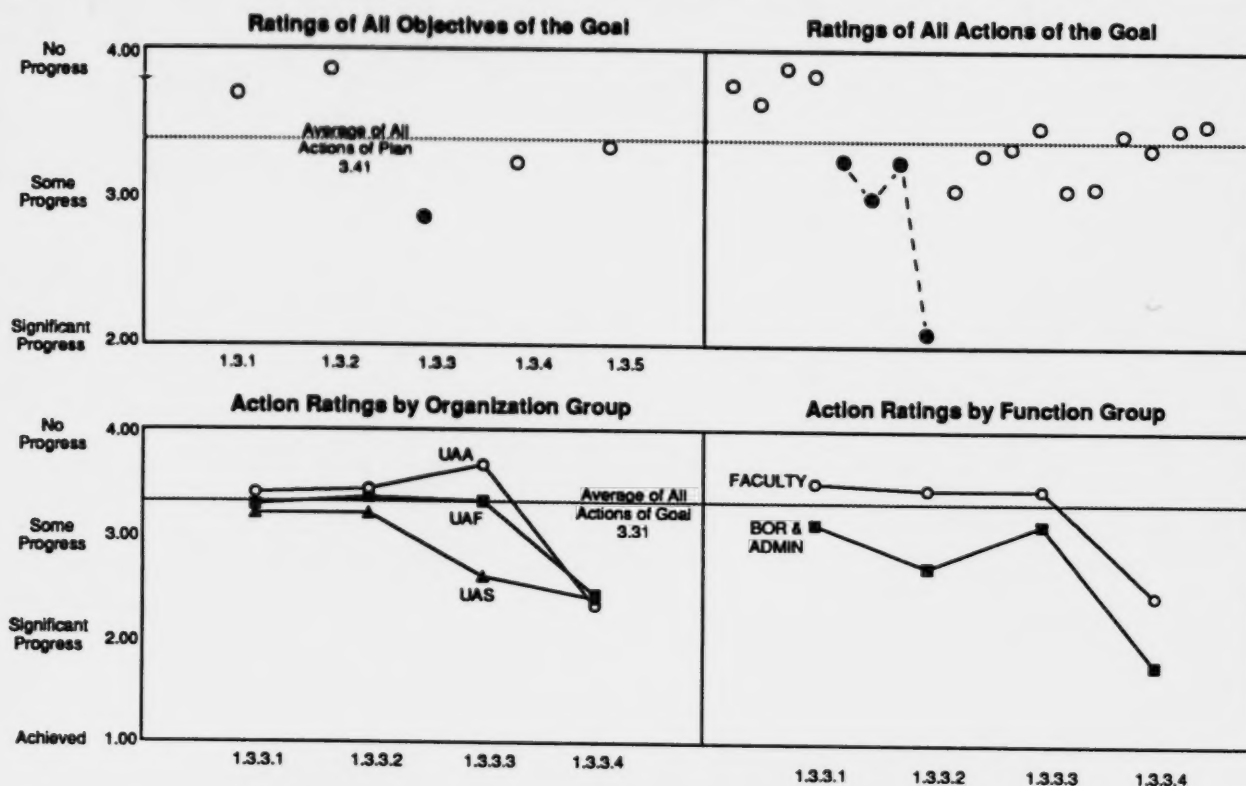


Statistics and Supporting Factors

	ACTIONS								ALL ACTIONS OF THE		
	1.3.1.1	1.3.1.2							Objective	Goal	Byr Plan
Arithmetic Mean	3.77	3.65							3.71	3.31	3.41
Mode	4	4							4	3	3
Standard Deviation	0.61	0.66							0.73	0.63	0.63
Response Rate (%)	75%	71%							73%	76%	74%
Rank Within Objective	2	1									
Rank Within Goal (1-18)	16	15									
Supporting Factors											
1.3.1.1	Through restructuring, new multi-campus institutions struggled through common campus course numbering schemes-need to eventually make a systemwide common numbering scheme for lower division core courses / UAF management school requires this in certain situations / Faculty senates are beginning work on this.										
1.3.1.2	Through restructuring, new multi-campus institutions struggled through common campus course numbering schemes - need to eventually make a systemwide common numbering scheme for lower division core courses / Drafted GNOSIS project at one time was to do this / Catalogs of UAA, UAF and UAS already do this collectively / Hasn't restructuring eliminated the real need to do this / Statewide Assembly publication 'Opportunities' will incorporate this action.										

- 1.3 - GOAL Improve access to instructional programs through improved articulation, more effective delivery systems, more cost-effective facilities, and current instructional and informational technologies.
- 1.3.1 OBJECTIVE Use cost-effective alternatives to new construction and equipment acquisition to increase access and provide technologically current programs.

- 1.3.3.1 ACTION Identify and pursue alternatives to new construction including leasing, sharing of school and other public facilities, and purchase of existing facilities.
- 1.3.3.2 ACTION Improve use of technology in systemwide operations to increase productive use of facilities, equipment and staff through on-line registration, facility scheduling, and data collection and analysis.
- 1.3.3.3 ACTION Increase incentives for partnerships with business, industry and government to maximize the use of available technology and equipment, and to increase donations of equipment.
- 1.3.3.4 ACTION Establish programs by which students may acquire computer equipment at reduced costs.



Statistics and Supporting Factors

	ACTIONS				ALL ACTIONS OF THE		
	1.3.3.1	1.3.3.2	1.3.3.3	1.3.3.4	Objective	Goal	6-yr Plan
Arithmetic Mean	3.27	3.02	3.26	2.11	2.88	3.31	3.41
Mode	3	3	3	2	3	3	3
Standard Deviation	0.75	0.96	0.87	0.88	0.99	0.83	0.83
Response Rate (%)	79%	80%	79%	89%	82%	78%	74%
Rank Within Objective	4	2	3	1			
Rank Within Goal (1-18)	7	2	6	1			
Supporting Factors							
1.3.3.1	FY89 Approp - SPS Butrovich Maint \$125.0 / UAF - University Park Elementary School negotiations with Borough / UAF Downtown Center / UAA Homer Post Office purchase / Not as desirable an outcome as would occur with new construction / FY87 for UA owned space, the classroom student station occupancy rate was 59%, the lab student station occupancy rate was 66% (see Stat Abstract).						
1.3.3.2	FY90 Request - UAA Essential A&R Spt \$89.5 / FY89 Approp - SPS Network Technician, SPS Admin Computing Maint \$75.0, SPS GNOSIS Improvements \$67.6 / HRIS is example of cost etc. inefficiency that needs fixing / Greater data accessibility did not materialize as much as UACN promised when asking for initial appropriations / Promised admin computer user support tools, though paid for, were not made available to users / Reduced support staff and unmet training needs has hurt progress here / Best examples are UA Statistical Abstract and other publications / FY87 SIS and INSITE facilities data base have been great additions the last two years / Have online registration and a great student data base if more of the system's potential is used (REF: SIS Project Management Office reports 1985-86).						
1.3.3.3	Uniform UA overhead rates on research projects are a competitive disadvantage / NorthWestNet supercomputer link provides this / UAA math dept VAX 11-780 purchase discount / UAA engineering equipment program / Computer equip donations - UAF UNISYS \$400,000, UAA ARCO \$100,000 and PRIME \$240,000 / UAF Fred Meyer Ampl project funding / UAF \$15,000.0 NASA SAR equipment / UAF Volcano Observatory emergency response plan / UAF Quaternary Center climate monitoring / UAA to sponsor '89 Amer Col Theater Festival / UAS Perseverance Theater STAR project / SW FP&C sponsored 1987 Association of University Architects 32nd Annual Conference.						
1.3.3.4	FY88-89 Apple computer agreement / FY89 IBM agreement / Availability of HP, Zenith, Toshiba, ITT too / An action that has been truly achieved in the six-year plan / Discounts could be greater to make more attractive / Significant progress has come but should have come earlier.						

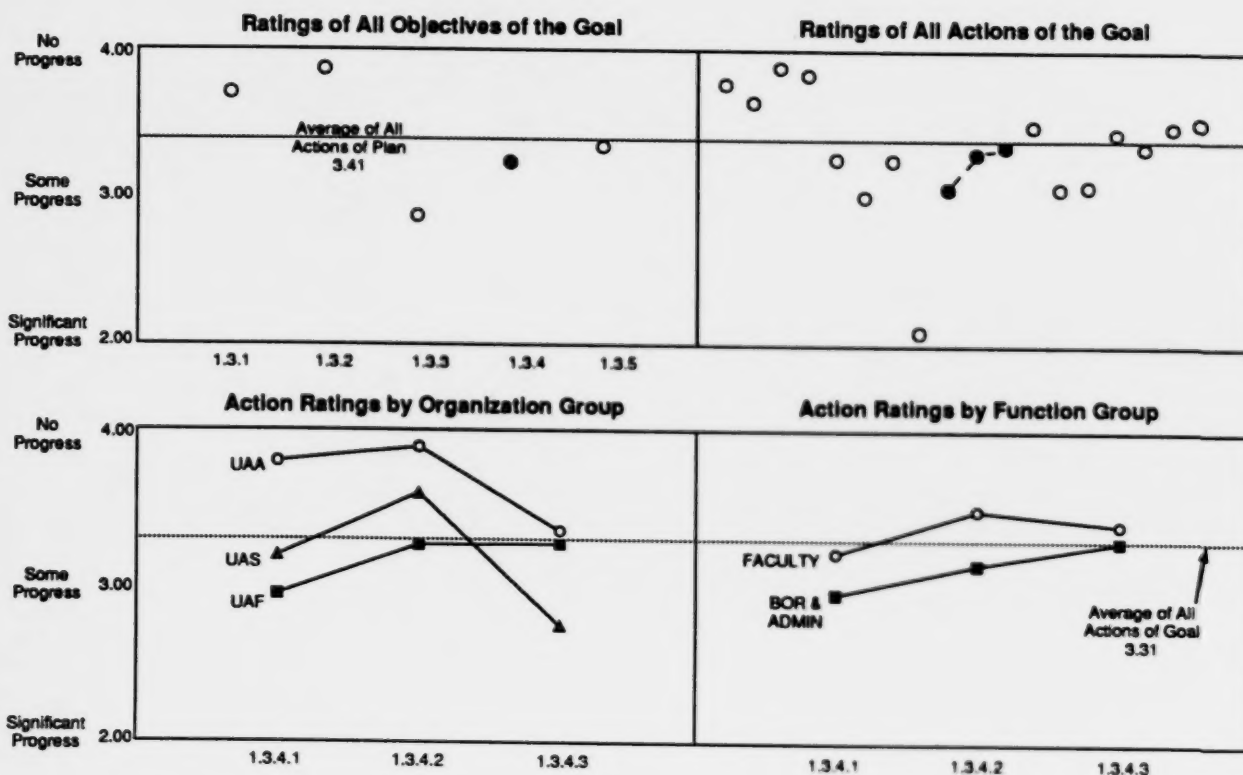
1.3 GOAL Improve access to instructional programs through improved articulation, more effective delivery systems, more cost-effective facilities, and current instructional and informational technologies.

1.3.1 OBJECTIVE Increase access to programs by reducing barriers associated with distance between students and campuses.

1.3.4.1 ACTION Optimize the use of telecommunication technologies and resources across the System.

1.3.4.2 ACTION Explore development of consortia with other universities for the delivery of programs and courses unavailable through the UA System.

1.3.4.3 ACTION In consultation with federal and state military officials and educators, take leadership in developing policies and procedures to coordinate delivery of instruction to military personnel and dependents.



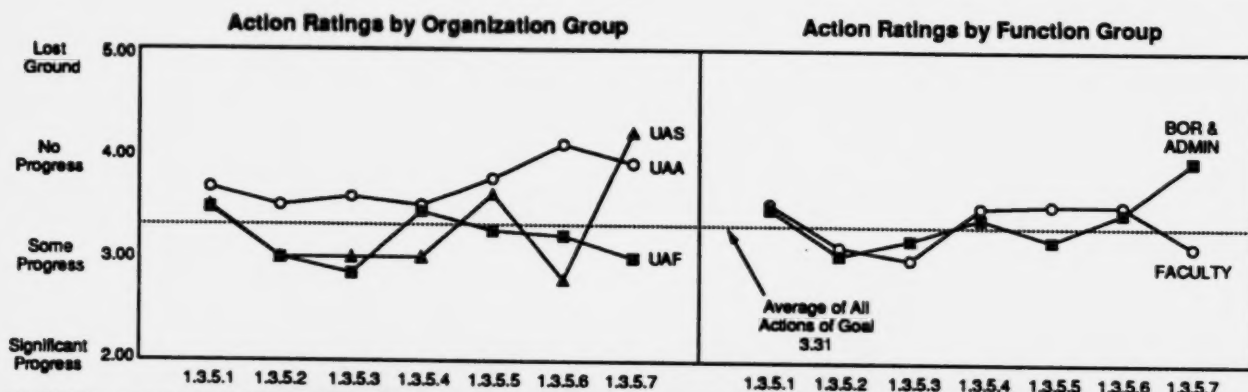
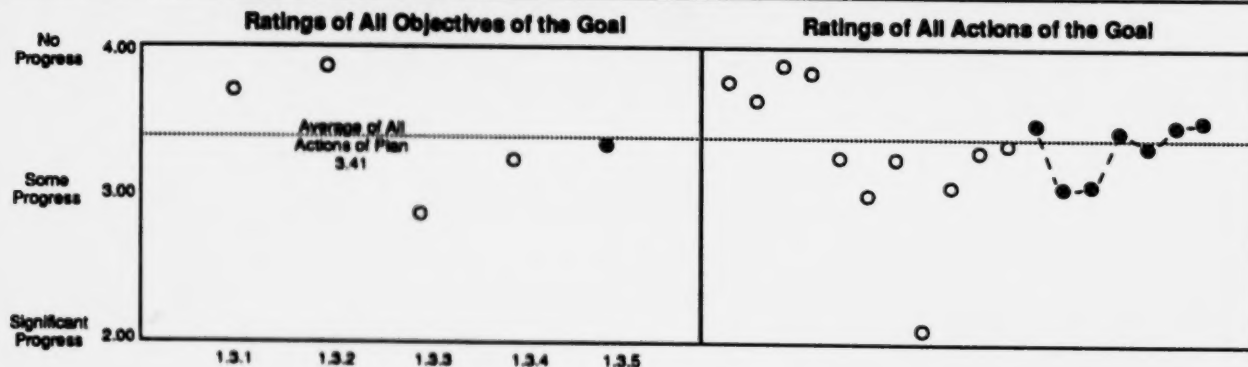
Statistics and Supporting Factors

	ACTIONS			ALL ACTIONS OF THE		
	1.3.4.1	1.3.4.2	1.3.4.3	Objective	Goal	6-yr Plan
Arithmetic Mean	3.08	3.31	3.36	3.25	3.31	3.41
Mode	3	3	3	3	3	3
Standard Deviation	1.00	0.90	0.93	0.65	0.63	0.63
Response Rate (%)	82%	80%	77%	80%	78%	74%
Rank Within Objective	1	2	3			
Rank Within Goal (1-18)	4	6	10			
Supporting Factors						
1.3.4.1	FY90 Request - UAA Military Site Pgm Delivery \$422.5, UAF Extended Pgm Delivery \$800.0, UAS Legis Intern \$89.5, UAS Tourism \$53.4 / FY89 Approp - UAA Upper Div Extended Site Course Delivery \$50.0, UAS SC Southeast Outreach \$150.0, SPS GNOSIS Improvements \$67.5 / De-emphasize SNA and standardize on cheaper, more flexible network / Statewide scheduling via VAX / Leased lines have reduced long-distance toll charges / Installation of local audioconference bridges / Chukchi electronic chalkboard / UAS On-line Journal of Distance Ed & Communication via BITNET.					
1.3.4.2	FY90 Request - UAA Military Site Pgm Delivery \$422.5, UAF Extended Pgm Delivery \$800.0, UAS Legis Intern \$89.5, UAS Tourism \$53.4 / FY89 Approp - UAA Upper Div Extended Site Course Delivery \$50.0 / UAA WAMI medical program started back up for FY90 / Western Undergraduate Exchange started / Fewer WICHE student exchange programs / UAS cooperative ventures with Sheldon Jackson College and AVTEC in Seward / UAF MEDEX outreach / BITNET assists inter-campus comm / UAF linkage with Gifu, Nagoya Gakuin, Hokkaido, Heilongjiang, Copenhagen, McGill univer.					
1.3.4.3	FY90 Request - UAA Military Site Pgm Delivery \$422.5, UAF Extended Pgm Delivery \$800.0, UAS Legis Intern \$89.5, UAS Tourism \$53.4 / FY89 Approp - UAA Upper Div Extended Site Course Delivery \$50.0 / A&R administrators need to collect on S&S resident-military data for military personnel and dependents / UAS cooperative venture with Alaska Army Natl Guard / Need to establish a SW military ed coordinator, improve UAA ed. to military.					

1.3 SOCIAL Improve access to instructional programs through improved articulation, more effective delivery systems, more cost-effective facilities, and current instructional and administrative funding.

1.3.5 OBJECTIVE Increase the variety of instructional modes and educational opportunities, e.g., interdisciplinary, self-paced, modular, and competency-based programs; external degree programs; flexible institutional residency requirements; credit for prior learning; military experience credit; and College-Level Examination Program participation.

- 1.3.5.1 ACTION** Increase the variety of instructional modes and educational opportunities, e.g., interdisciplinary, self-paced, modular, and competency-based programs; external degree programs; flexible institutional residency requirements; credit for prior learning; military experience credit; and College-Level Examination Program participation.
- 1.3.5.2 ACTION** Schedule and deliver courses for adults at times, at places, and via media that maximize opportunities for participation.
- 1.3.5.3 ACTION** Establish short-term professional training courses and workshops to complement longer-term degree programs in selected fields.
- 1.3.5.4 ACTION** Increase continuing education and community development instructional activities through self-supporting instruction and partnerships with business and industry.
- 1.3.5.5 ACTION** Establish structures, procedures, and incentives for institutions to share faculty, to offer certain courses on a statewide or multi-campus basis, and to coordinate with other institutions to enroll students in offerings which are locally unavailable.
- 1.3.5.6 ACTION** Increase support for developmental education programs and learning assistance centers to support learning disabled, re-entering, and poorly prepared students.
- 1.3.5.7 ACTION** Establish a review process to assure sex and racial equity in admissions and curriculum.



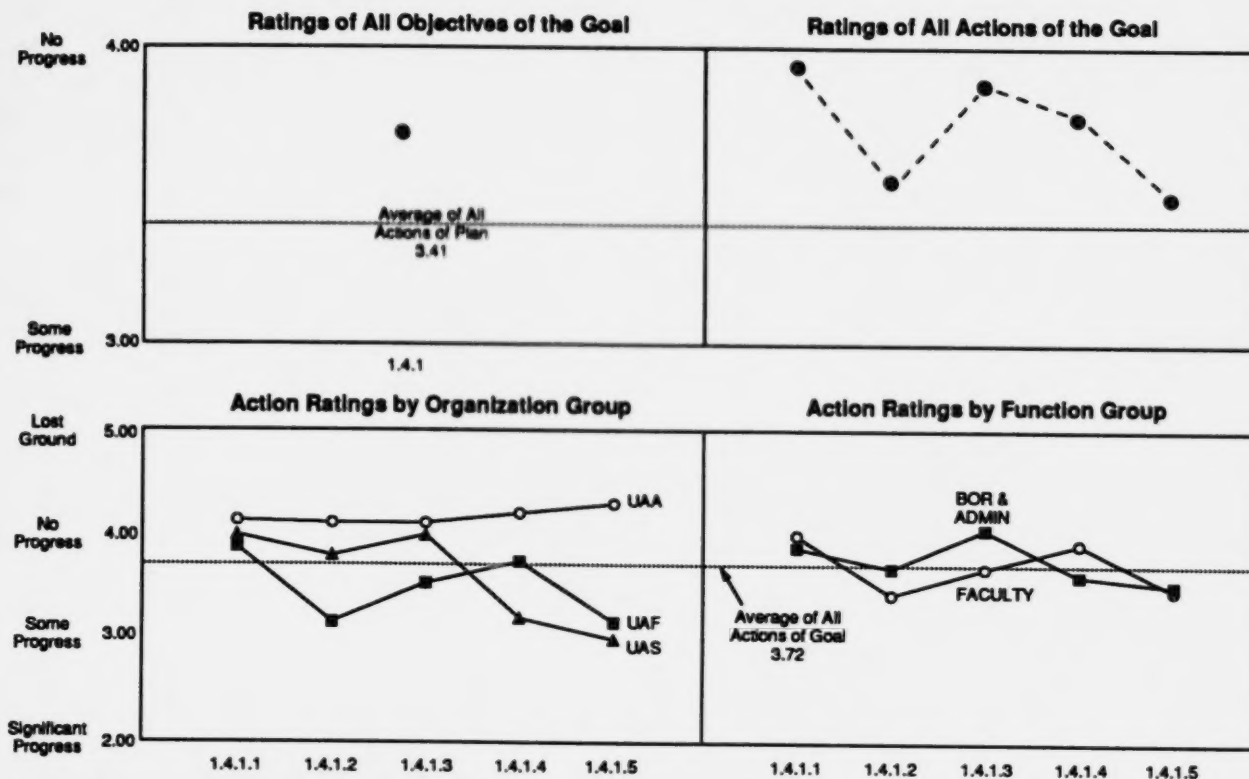
Statistics and Supporting Factors

	ACTIONS							ALL ACTIONS OF THE		
	1.3.5.1	1.3.5.2	1.3.5.3	1.3.5.4	1.3.5.5	1.3.5.6	1.3.5.7	Objective	Goal	5-yr Plan
Arithmetic Mean	3.50	3.08	3.09	3.45	3.35	3.49	3.52	3.35	3.31	3.41
Mode	3	3	3	3	3	4	4	3	3	3
Standard Deviation	0.76	0.78	0.86	0.83	0.78	0.94	0.90	0.85	0.83	0.83
Response Rate (%)	72%	82%	82%	77%	84%	75%	72%	78%	78%	74%
Rank Within Objective	6	1	2	4	3	5	7			
Rank Within Goal (1-18)	13	3	5	11	9	12	14			
Supporting Factors										
1.3.5.1	FY90 Request - UAA ABE Svc \$109.1 / FY89 Approp - UAF Rural Col Enhancement \$226.9, UAS SC Outreach \$150.0 / Instructional quality not usually equivalent to traditional course delivery / UAF Faculty senate will review credit for prior learning in 1988 / UAS ABE program USDOE rated in top 10.									
1.3.5.2	FY90 Request - UAA ABE Svc \$109.1 / FY89 Approp - UAF Rural Col Enhancement \$226.9, UAS SC Outreach \$150.0 / UAF EE dept is developing videotaped courses for Anchorage audience / Established efforts have been cut / Audio classes to villages / UAF weekend college and cable college.									
1.3.5.3	FY90 Request - UAA ABE Svc \$109.1 / FY90 Request - UAS Legis Intern \$89.5 / FY89 Approp - UAF Rural Col Enhancement \$226.9, UAS SC Outreach \$150.0 / UAF EE dept doing this for years / Degree program links are difficult / Many special workshops, if done properly, prove to be prohibitively expensive / UAF has demonstrated inadequate interest / UAF upcoming 1988 Arctic Science Conference / KPC and NWC work to provide local industry training / UAS significant progress in ed programs.									
1.3.5.4	FY89 Approp - UAF Rural Col Enhancement \$226.9, UAS SC Outreach \$150.0 / PWS-Harborview Devel Center cooperative agreement.									
1.3.5.5	FY90 Request - UAA Placement Office \$116.8, UAA Student Outreach \$165.8, KPC Student Recruitment \$10.4, UAF Student Retention \$192.0 / FY89 Approp - UAF Rural Col Enhancement \$226.9, UAS SC Outreach \$150.0 / New UA structure enhances ability to do this / UAS-UAF fisheries program coordination / UAF Chukchi-Kuskokwim colleges cooperate in audio course delivery / UAS Internship program & ACIB agreements.									
1.3.5.6	FY90 Request - KOC Devel Ed \$24.2 / FY89 Approp - UAF Rural Col Enhancement \$226.9, UAS SC Outreach \$150.0 / UAA funding programs has decreased / UAS added faculty at Juneau learning center / UAF devel studies task force . ~7-88 / FY86-87 devel credits dropped 3% (Stat Abstract)									
1.3.5.7	FY89 Approp - UAF Rural Col Enhancement \$226.9, UAS SC Outreach \$150.0 / UAA does not have a review process / UAF completed study in 1988.									

1.4.1.3 ACTION Strengthen the study of Alaska Native cultures and contemporary issues through the recruitment of more Native faculty and students.

1.4.1.4 ACTION Support more internships, assistantships and fellowships for Native students.

1.4.1.5 ACTION Establish and maintain UA System-school district relationships to jointly plan summer enrichment programs and institutes for Native high school students.



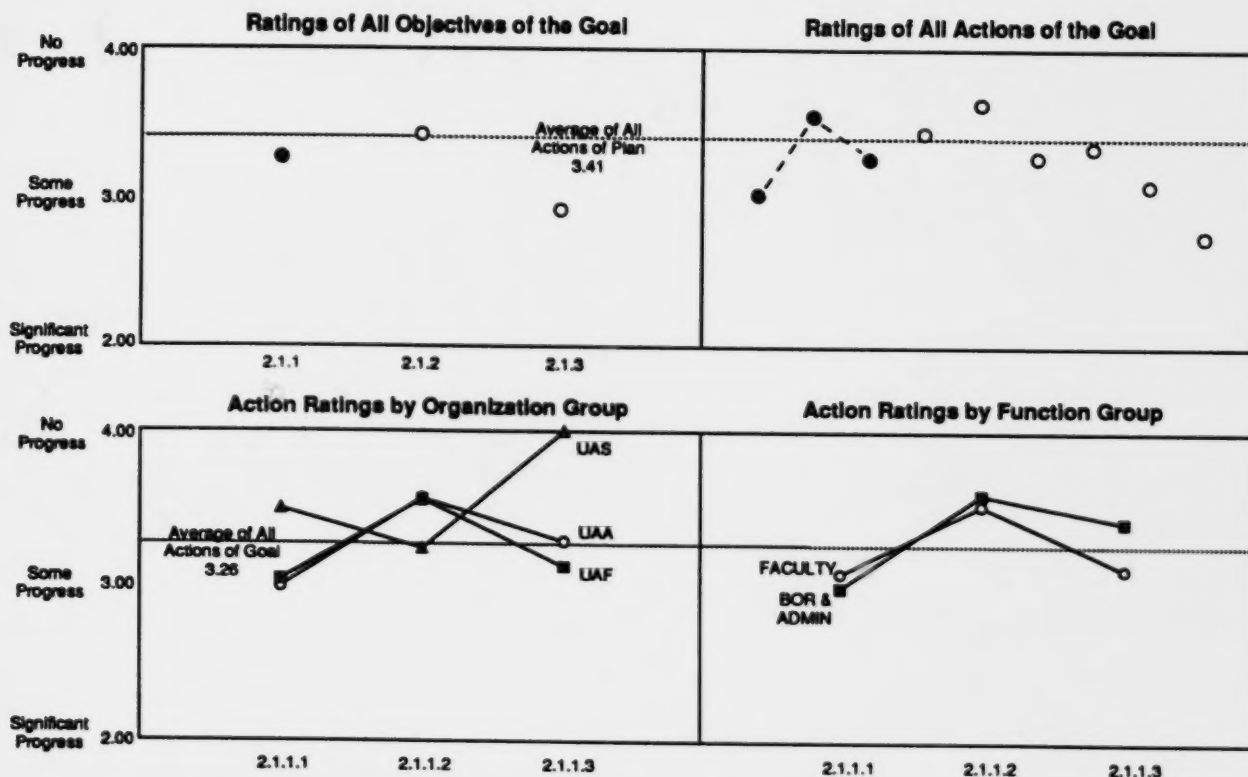
Statistics and Supporting Factors

	ACTIONS					ALL ACTIONS OF THE		
	1.4.1.1	1.4.1.2	1.4.1.3	1.4.1.4	1.4.1.5	Objective	Goal	6-yr Plan
Arithmetic Mean	3.94	3.56	3.88	3.77	3.50	3.72	3.72	3.41
Mode	4	4	4	4	4	4	4	3
Standard Deviation	0.59	0.93	0.81	0.75	0.85	0.81	0.81	0.83
Response Rate (%)	64%	71%	67%	71%	74%	66%	66%	74%
Rank Within Objective	5	2	4	3	1			
Rank Within Goal (1-5)	5	2	4	3	1			
Supporting Factors								
1.4.1.1	FY90 Request - UAA AK Natives in Justice Careers \$8.6 / Failed to do, no plan was developed in 1987 / The major challenge is to improve Native student education level before they come to college / Will be discussed at Statewide (General) Assembly's 1989 Educational Futures Conference in Juneau.							
1.4.1.2	FY90 Request - UAA Health Clinic Ed \$101.7, UAA Student Placement Office \$116.8, UAA Student Outreach \$165.8, KPC Recruitment \$10.4, UAA AK Natives in Justice Careers \$8.6, UAF Student Retention \$192.0, UAS Minority Student Reten-Recruit / FY89 Approp - UAF Rural Col Enhancement / Greater priority on RAHI-type programs / UAS plan under development / UAF many faculty believe in sink or swim concept / Need annual SW study on this to track progress / UAA devel prog cited as exemplary by Natl Cntr for Develop Ed / UAA Delta Keats summer enrichment program / FY86-87 Native student degree recipients increased by 19%, the proportion receiving degrees in urban settings increased by 49% to 59% (see Stat Abstract).							
1.4.1.3	FY90 Request - UAA CAS Student Assistants \$50.0, UAA AK Natives in Justice Careers \$8.6, UAF Northern Studies \$650.0, UAF Northern Studies - AK Lang Cntr \$100.0 / FY89 Approp - UAF AK Native Language Center \$115.0 / Why the dearth of native faculty, i.e. UAF's anthropology / UAF admin dismantling of the Native Programs Dept sends wrong message / FY86-87 UA FT Native faculty proportion increased from 6% to 7% (Stat Abstract).							
1.4.1.4	FY90 Request - UAS Legle Internship \$29.5, SP6 Acc-Audit Internship \$118.0 / A legitimate need exists for special grants or work-study just for Native students / Should be done for all Alaskan students / UAS plan under development.							
1.4.1.5	Strengthen and increase number of UAF RAHI-type programs / UAF has outstanding RAHI and Summer Arts Festival / UAA justice program gone / UAS successful summer educational enrichment program with Tlingit-Haida Central Council / More faculty initiative needed.							

... respond to the changing needs of Alaska by providing leadership in education, research, and public and community service.

2.1.1.1.1. Enhance the UA System's role as the research arm of the State.

- 2.1.1.1 ACTION** Strengthen liaison with State agencies and the Governor's Science Advisory Board to assist in formulating research priorities and funding strategies.
- 2.1.1.2 ACTION** Establish a UA System Research Council to promote and improve incentives for State-related studies, and to increase external funding and opportunities for joint research in partnership with the State and federal government and the private sector.
- 2.1.1.3 ACTION** Provide substantial support to the State by developing natural resource monitoring and assessment techniques for petroleum and energy resources, terrestrial and aquatic ecosystems, fish and wildlife populations, minerals estimation, forest inventories, etc.

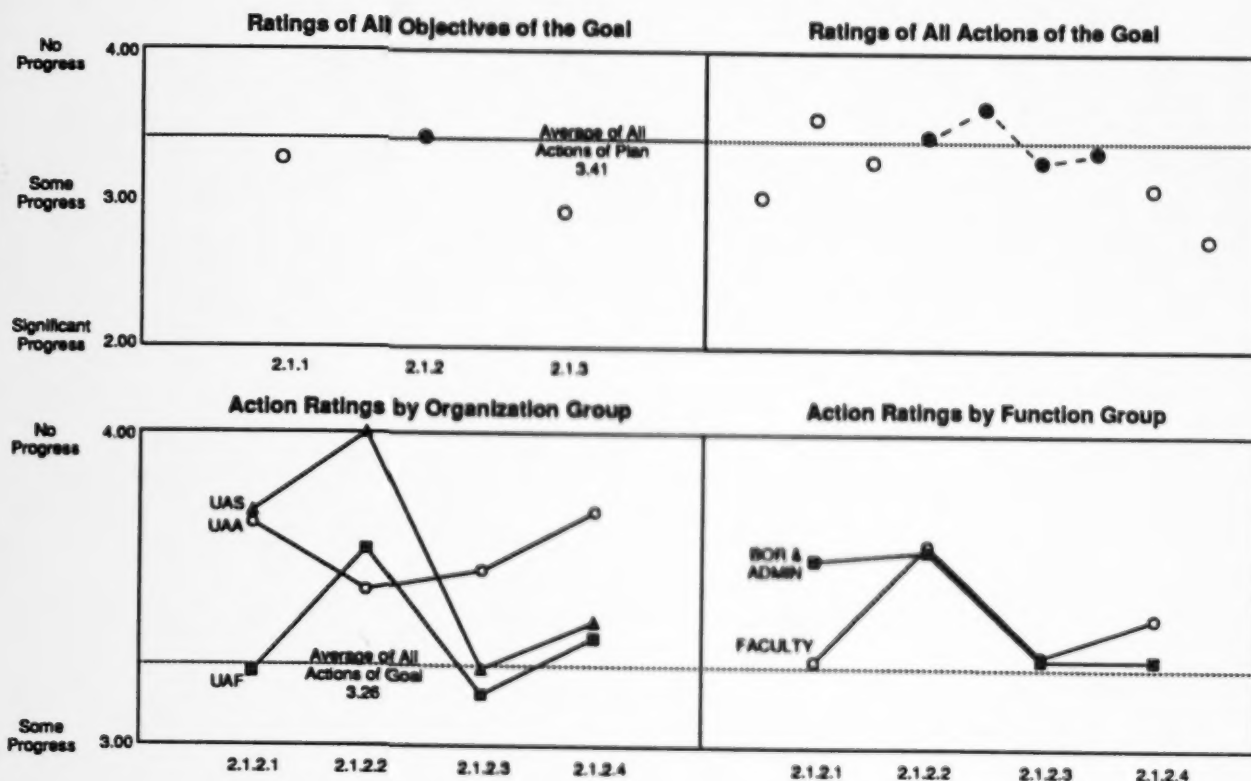


Statistics and Supporting Factors

	ACTIONS			ALL ACTIONS OF THE		
	2.1.1.1	2.1.1.2	2.1.1.3	Objective	Goal	6-yr Plan
Arithmetic Mean	3.04	3.58	3.28	3.28	3.28	3.41
Mode	3	4	3	3	3	3
Standard Deviation	0.80	0.75	0.74	0.72	0.82	0.83
Response Rate (%)	74%	86%	81%	67%	66%	74%
Rank Within Objective	1	3	2			
Rank Within Goal (1-8)	2	8	4			
Supporting Factors						
2.1.1.1	FY90 Request - UAF Pacific Rim Studies \$451.0 / FY89 Approp - UAA AK Center for International Business \$2,450.0 / UA work on Governor's new AK Science and Technology Foundation in 1988.					
2.1.1.2	FY90 Request - UAF Pacific Rim Studies \$451.0 / FY89 Approp - UAA AK Center for International Business \$2,450.0 / Nothing has been done on this Action yet.					
2.1.1.3	FY90 Request - UAF Pacific Rim Studies \$451.0 / FY89 Approp - UAA AK Center for International Business \$2,450.0 / UAA Institute of Social and Economic Research research / UAA biology-NSF grant for reforestation research / UAF Water Research Center research to help placer miners meet water quality standards / UAF FITC fish dehydration and frozen pink salmon product research / UAF mineral engineering-U.S. Bureau of Mines grants for permafrost research / UAF development of microbiology research unit / UAF research vessel Alpha Helix / UAF Geophysical Institute - TransAlaska Lithosphere Investigation geologic subsurface projects / UAF Quaternary Center climate monitoring / UAF - USDOE AK commodities irradiation project / UAS faculty convocation focus.					

- 2.1 GOAL Respond to the changing needs of Alaska by providing leadership in instruction, research, and public and community service.
- 2.1.2 OBJECTIVE Contribute to the State's capability to address policy areas of importance to the future of Alaska.

- 2.1.2.1 ACTION Establish coordinating councils to report to the President and the Chancellors Council on specialized program areas offered by more than one institution: e.g., fisheries and aquaculture, medical and health sciences, teacher education, and business management.
- 2.1.2.2 ACTION Through consultation, establish System priorities for addressing specific policy issues: e.g., subsistence, ANCSA-1991, Alaska hire, federal-state land and resource relationships, fisheries and aquaculture development, natural resource development and management, environmental integrity, etc.
- 2.1.2.3 ACTION Annually publish and distribute summaries of research results pertinent to planning and policy development.
- 2.1.2.4 ACTION Increase the quantity and quality of public policy education and training opportunities for Alaskans.



Statistics and Supporting Factors

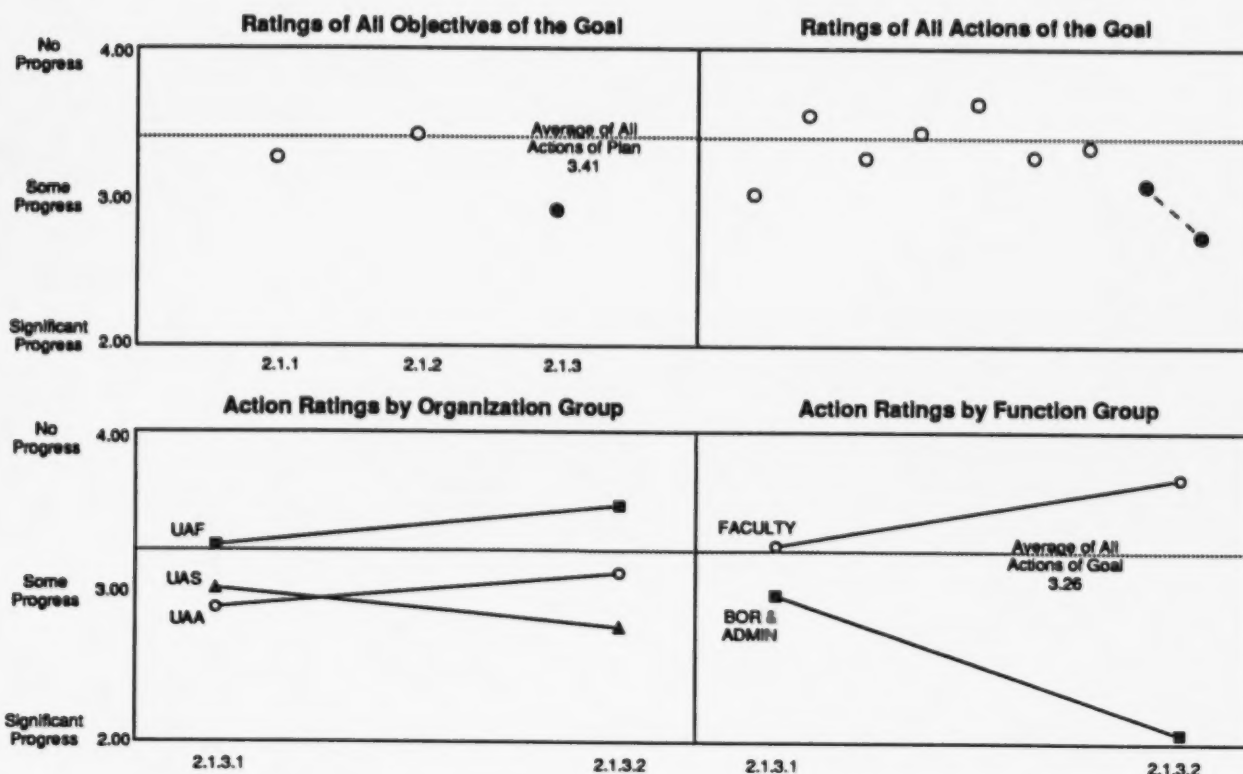
	ACTIONS				ALL ACTIONS OF THE		
	2.1.2.1	2.1.2.2	2.1.2.3	2.1.2.4	Objective	Goal	6-yr Plan
Arithmetic Mean	3.45	3.64	3.29	3.36	3.43	3.26	3.41
Mode	4	4	3	3	3	3	3
Standard Deviation	0.86	0.84	0.75	0.77	0.76	0.82	0.83
Response Rate (%)	64%	62%	67%	67%	65%	68%	74%
Rank Within Objective	3	4	1	2			
Rank Within Goal (1-6)	7	9	5	6			
Supporting Factors							
2.1.2.1	Rural AK health education center.						
2.1.2.2	FY89 Approp - UAA AK Center for International Business \$2,450.0.						
2.1.2.3	FY89 Approp - UAA AK Center for International Business \$2,450.0, UAF Press \$10.0 / UAA Institute of Social and Economic Research publication Alaska Review of Social and Economic Conditions as well as other research summaries / UAA AK Center for International Business trade directory and manufacturing opportunities bulletin publications / UAF has in the past done inadequate job in presenting concise research effort, results reports / Lots of reports but are confusing, missing the point more often than not, and appear duplicative / UAF FY88 research highlights and results publication underway / UAF Institute publish annual reports / UAF over last five years International Business Program faculty have presented research papers in Hong Kong, Singapore, Taipei, and Seoul / Research activity summary needed in Statewide Office of Institutional Research's Statistical Abstract.						
2.1.2.4	FY89 Approp - UAS Public Policy-Management Training and Internships \$36.8, SPS Legal-Records-Audit Internship \$118.0 / Great need to do something more substantial here, i.e., ELF.						

2.1 GOAL Respond to the changing needs of Alaska by providing leadership in instruction, research, and public and community service

2.1.1 OBJECTIVE Cooperate with the private sector in developing strategies for economic development and job creation

2.1.3.1 ACTION Focus increased instruction, research and extension resources on small business development and on developing economic areas.

2.1.3.2 ACTION Seek establishment of a "Quick Start" fund in the Governor's Office to enable rapid initiation of high-need programs.



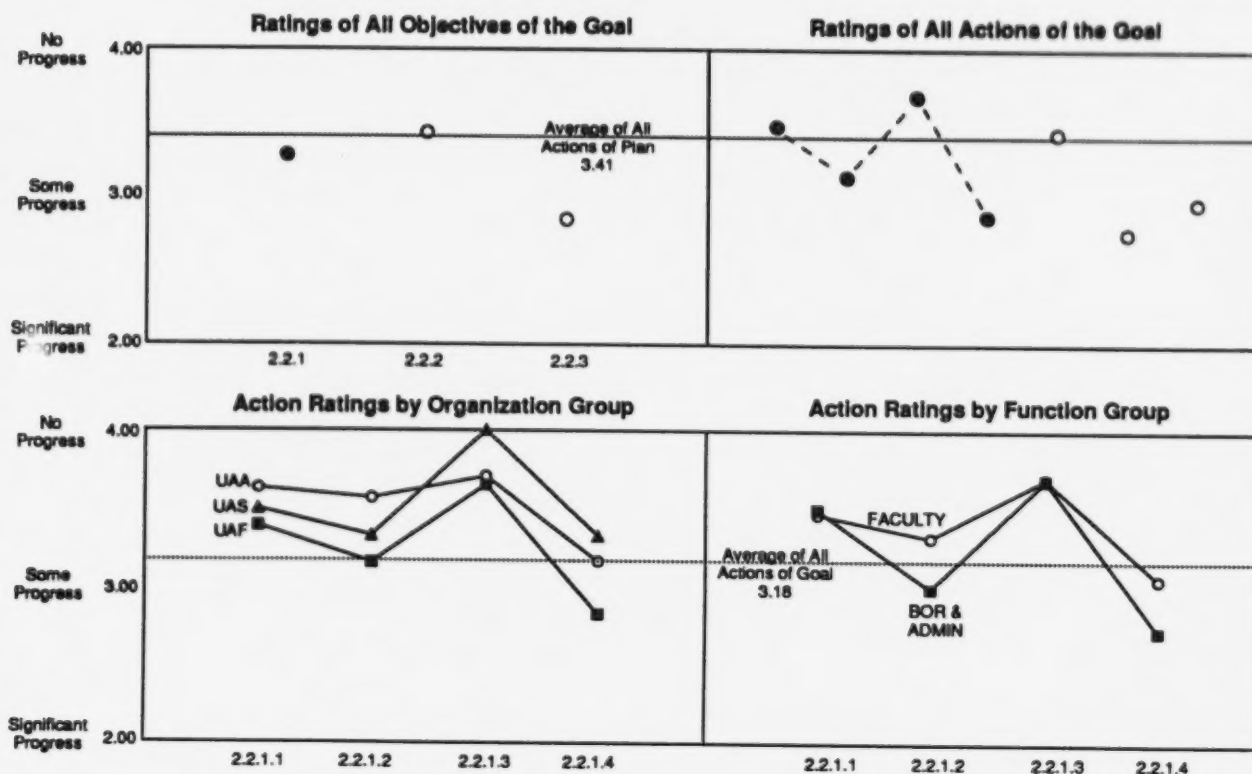
Statistics and Supporting Factors

	ACTIONS									ALL ACTIONS OF THE		
	2.1.3.1	2.1.3.2								Objective	Goal	5-yr Plan
Arithmetic Mean	3.10	2.78								2.93	3.26	3.41
Mode	3	3								3	3	3
Standard Deviation	0.66	1.20								0.97	0.82	0.83
Response Rate (%)	66%	67%								66%	66%	74%
Rank Within Objective	2	1										
Rank Within Goal (1-8)	3	1										
Supporting Factors												
2.1.3.1	FY90 Request - UAA Japanese Faculty \$44.5, UAF Engineering Enhancement AK Product Development \$324.0, UAF MIS Software Development \$175.0 / FY89 Approp - UAA Enterprise Chair, UAA AK Center for International Business \$2,450.0 / UAA aviation maintenance program rated in top ten nationally by USDOE in 1986 / UAA offers state's only training for FAA air controllers / UAA AK Center of International Business should become one of the best things that has ever happened for business education and the UA-industry development link, ACIB AK Trade Directory and AK Manufacturing Opportunities Bulletin publications / UA Small Business Development Centers in Juneau, Fairbanks, and Anchorage \$150.0 federal grant / UAF IAB developed reindeer parasite vaccines, mass vaccinations begin in 1988 / UAS - Green's Creek Mine industry training program / MAPTS / SPS 1987 coordination of Small Business Innovative Research federal grant program.											
2.1.3.2	FY90 Request - UAA Japanese Faculty \$44.5, UAF Engineering Enhancement AK Product Development \$324.0, UAF MIS Software Development \$175.0 / FY89 Approp - SPS Vocational Ed Quick-Start \$200.0 / SW office of vo-tech ed should help / Have the money, remains to be seen if rapid initiation of high-need programs occurs satisfactorily.											

2.2.1.1 ACTION Achieve international distinction in knowledge of the circumpolar and north Pacific regions.

2.2.1.2 ACTION Achieve and/or maintain special distinction in the study of natural phenomena common to circumpolar and north Pacific regions.

- 2.2.1.1 ACTION** Strengthen research and instruction in geophysics, geology, atmospheric sciences, climatology, biology and ecology of northern lands, waters, wetlands, etc.
- 2.2.1.2 ACTION** Develop research agendas in close consultation with the Arctic Research Commission, the Interagency Arctic Research Policy Committee, the University of Alaska Foundation, and emerging State initiatives.
- 2.2.1.3 ACTION** Seek increased support for studies of natural phenomena with particular emphasis on post-doctoral and graduate student fellowships and assistantships.
- 2.2.1.4 ACTION** Plan for the funding and acquisition of supercomputer services for scientific research, including funding as "seed money" for grants and/or participation in consortia.

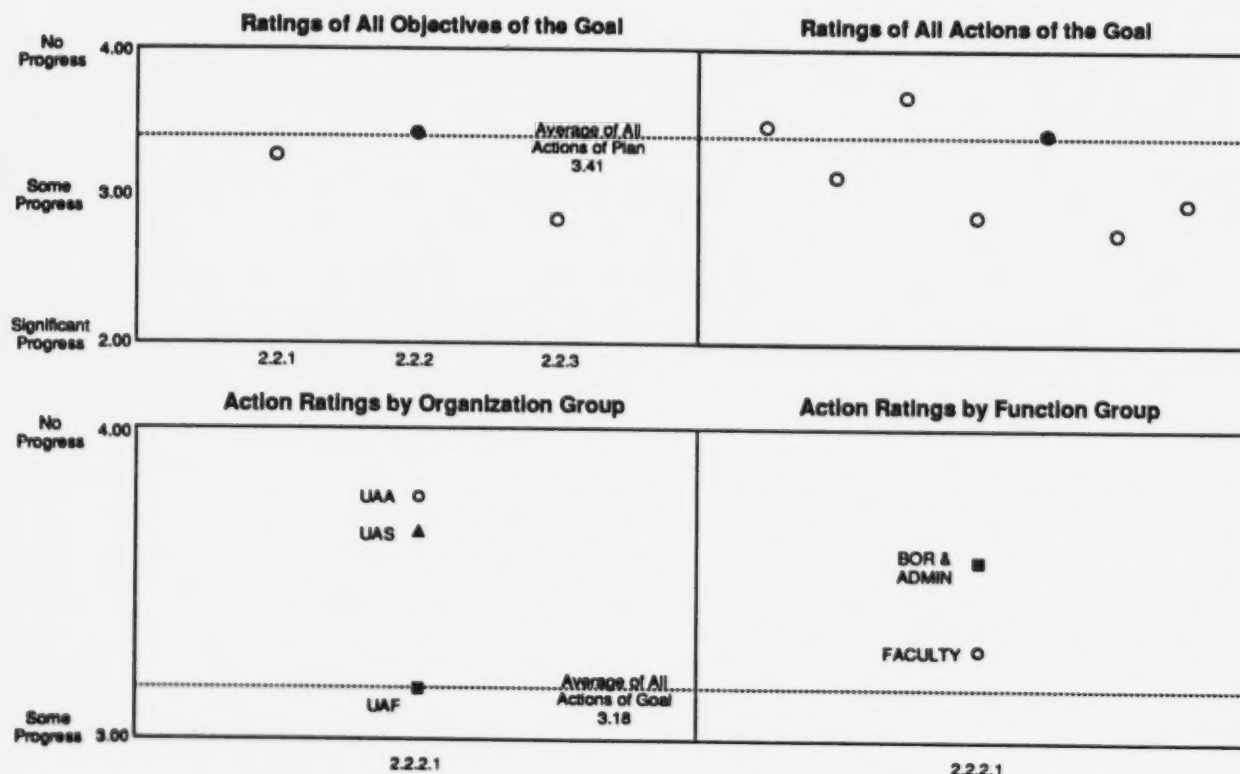


Statistics and Supporting Factors

	ACTIONS				ALL ACTIONS OF THE			
	2.2.1.1	2.2.1.2	2.2.1.3	2.2.1.4	Objective	Goal	6-yr Plan	
Arithmetic Mean	3.40	3.15	3.60	2.88	3.20	3.18	3.41	
Mode	3	3	4	3	3	3	3	
Standard Deviation	0.75	0.80	0.82	0.94	0.88	0.80	0.93	
Response Rate (%)	67%	68%	58%	60%	65%	67%	74%	
Rank Within Objective	3	2	4	1				
Rank Within Goal (1-7)	6	4	7	2				
Supporting Factors								
2.2.1.1	FY90 Request - UAF Northern Studies \$650.0, UAA Japanese Faculty \$44.5 / To strengthen faculty research and instruction in these areas would require a process by which good and bad research faculty are properly recognized and rewarded / UAF development of microbiology research unit / UAF Polar Flat Research Range for auroral and upper atmosphere research / UAF SAR (rader) NASA \$15,000.0 equipment donation / UAF research vessel Alpha Helix / UAF Geophysical Institute - TransAlaska Lithosphere Investigation geologic subsurface projects / UAF Quaternary Center climate monitoring / UAF AK Volcano Observatory / Access to supercomputing resources is progress / UAS has added new faculty with research expertise.							
2.2.1.2	FY90 Request - UAF Northern Studies \$650.0, UAA Japanese Faculty \$44.5 / Governor's AK Science and Technology Foundation / Recent Soviet-AK Initiatives could prove valuable for making more progress.							
2.2.1.3	FY90 Request - UAF Northern Studies \$650.0, UAA Japanese Faculty \$44.5 / 'Seeking' continues; 'finding' remains about the same / Need SW support for more adequate UAF graduate assistantships / Recent UAF contract to operate NSF Polar Ice Coring Office / FY86-87 Organized Research all funds expenditures decreased by 9% (see Stat Abstract).							
2.2.1.4	FY90 Request - UAF Northern Studies \$650.0 / 1987 NorthWestNet supercomputer access and NSF grant funding effort by Provost and UACN / Some feeling this action should not continue as a high priority until more basic instructional needs are met or if outside funding can't be maintained.							

- 2.2 GOAL: Achieve international distinction in knowledge of the circumpolar and north Pacific regions.
- 2.2.2 OBJECTIVE: Emphasize studies of the cultural, societal, economic and political systems of northern Pacific peoples as they relate to Alaska.

2.2.2.1 ACTION In relation to Alaska, increase research and scholarships on the cultures, societies, and the economic and political systems of the north Pacific nations and regions.



Statistics and Supporting Factors

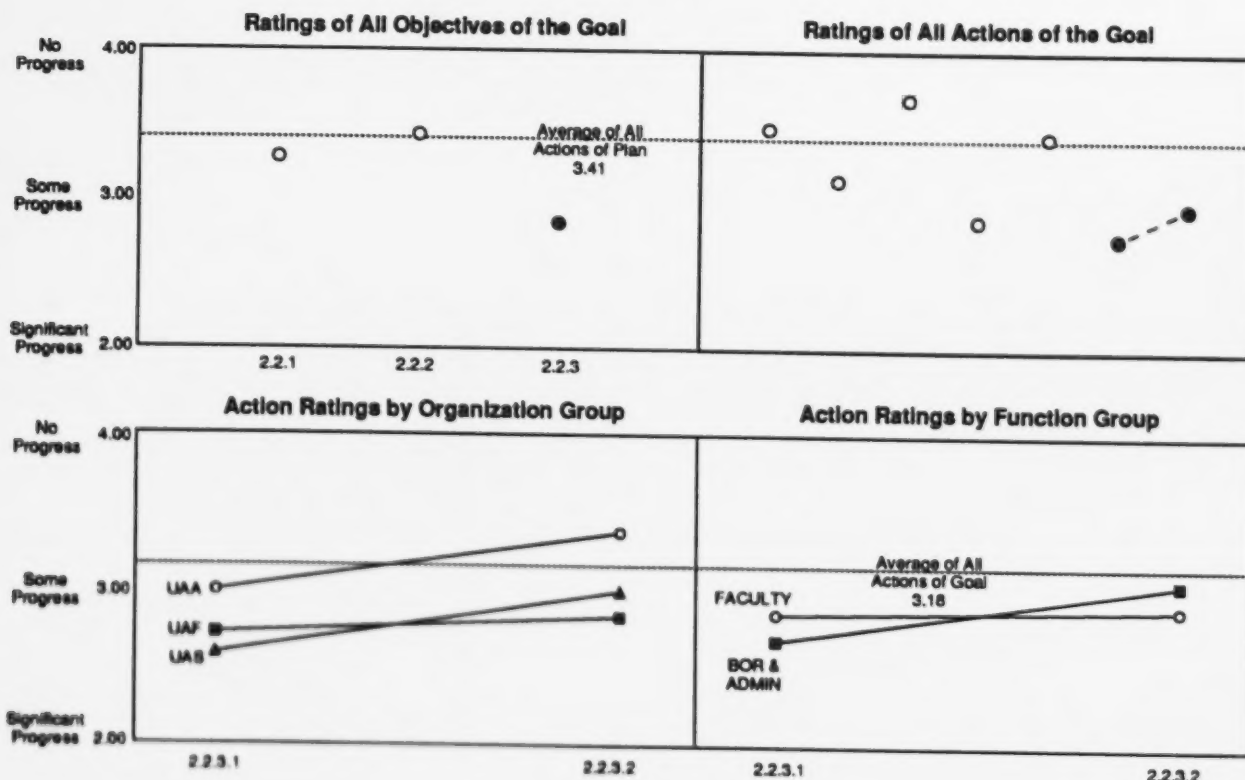
	ACTIONS							ALL ACTIONS OF THE		
	2.2.2.1							Objective	Goal	5-yr Plan
Arithmetic Mean	3.44							3.44	3.18	3.41
Mode	3							3	3	3
Standard Deviation	0.75							0.75	0.80	0.83
Response Rate (%)	64%							64%	67%	74%
Rank Within Objective	1									
Rank Within Goal (1-7)	5									
Supporting Factors										
2.2.2.1	FY80 Request - UAF Northern Studies \$650.0 / FY89 Approp - UAA Siberian Health Research Program, UAA AK Center for International Business \$2,450.0 / UAA Institute of Social and Economic Research / UAA Canadian Studies Program / UAA Center for Alcohol and Addiction Studies / UAA Institute for Circumpolar Health / UAA AK Center for International Business International Trade and Resource Information Systems (ITRIS) economic opportunity data base / UAF International Business Program / UAF faculty 1987-88 chair of the U.S. Arctic Research Commission / UAF sponsored 1987 International Conference on Russian America / UAF faculty on AK Trade Council in 1987 / UAS AK Economic Development Center, partially supported by federal grants, assists in Southeast AK economic development / Need more foreign student internships.									

enhance international distinction in knowledge of the circumpolar and north Pacific regions.

enhance international distinction in knowledge of the circumpolar and north Pacific regions.

2.2.3.1 ACTION Electronically link UA System libraries, data bases, and research centers and institutes to provide access to data and information.

2.2.3.2 ACTION Cooperate with the Arctic Research Commission and other entities in sponsoring international symposia.

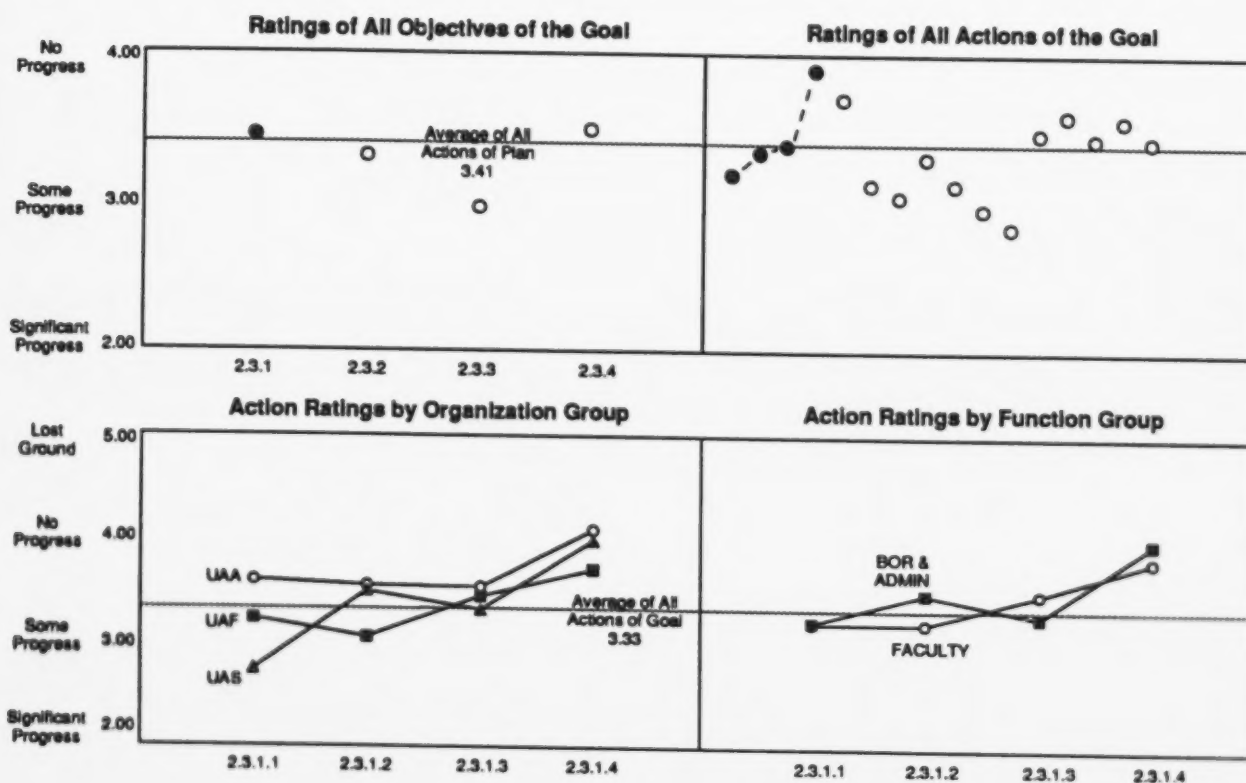


Statistics and Supporting Factors

	ACTIONS								ALL ACTIONS OF THE		
	2.2.3.1	2.2.3.2							Objective	Goal	5-yr Plan
Arithmetic Mean	2.77	2.97							2.86	3.18	3.41
Mode	3	3							3	3	3
Standard Deviation	0.81	0.72							0.77	0.80	0.83
Response Rate (%)	79%	82%							70%	67%	74%
Rank Within Objective	1	2									
Rank Within Goal (1-7)	1	3									
Supporting Factors											
2.2.3.1	FY90 Request - UAF NSF NET Communications Link \$75.0 / FY89 Approp - SPS GNOSIS Improvements \$67.8 / UAF Rasmuson Library Ampli system / Great technology, but the funds to pay for using it, funds to pay for data searches-computer time-or data transfer, aren't there / GNOSIS accomplishes much of this / UA and other university libraries in the Pacific Northwest are participating in the Cooperative Collections Among Land-Grant Universities for Science Serials with funding from the Fred Meyer charitable trust / Capability there but more links need to be developed / Need strong leadership at UAF in this area if something more significant is to be accomplished / New UA computer information systems committee and telecommunications and administrative subcommittees are undertaking the development of a comprehensive long-range information systems strategic plan / FY86-87 UA interlibrary loans from UA libraries increased by 35%, interlibrary loans to UA libraries increased by 8% (Stat Abstract).										
2.2.3.2	UAF Sea Grant 1986 Rockfish Workshop in Anchorage / UAF Sea Grant 1988 International Pollock Conference in Anchorage / UAF Sea Grant 1989 International King Crab Conference in Anchorage / UAF Sea Grant 1990 Herring Workshop in Anchorage / UAF Arctic Science Conference / UAF sponsored 1987 International Conference on Russian America / UAF Institute of Northern Engineering 1986 Symposium on Cold Regions Hydrology / UAF 3rd International Symposium on Cold Region Heat Transfer / Inuit Circumpolar Conference every three years since 1977 / UAA Institute for Circumpolar Health 1986 co-sponsor of 4th Churchill Health Conference and 1990 Circumpolar Mental Health Conference / UAS Japan-U.S. Friendship Commission International Conference on Northern Economic Development in 1989.										

- 2.3 GOAL Increase prominence in the fields of physical and mental health to health care for Alaska Natives
- 2.3.1 OBJECTIVE Strengthen and expand studies of physical and mental health in order to develop effective interventions

- 2.3.1.1 ACTION Increase support for instruction, research and service in human health conditions and problems.
- 2.3.1.2 ACTION Develop educational programs, research agendas and data bases in consultation with the Arctic Research Commission, the Alaska Native Health Service, and other appropriate agencies.
- 2.3.1.3 ACTION Support interdisciplinary and cooperative research endeavors through existing centers.
- 2.3.1.4 ACTION Organize interdisciplinary teams to provide professional assistance to communities.



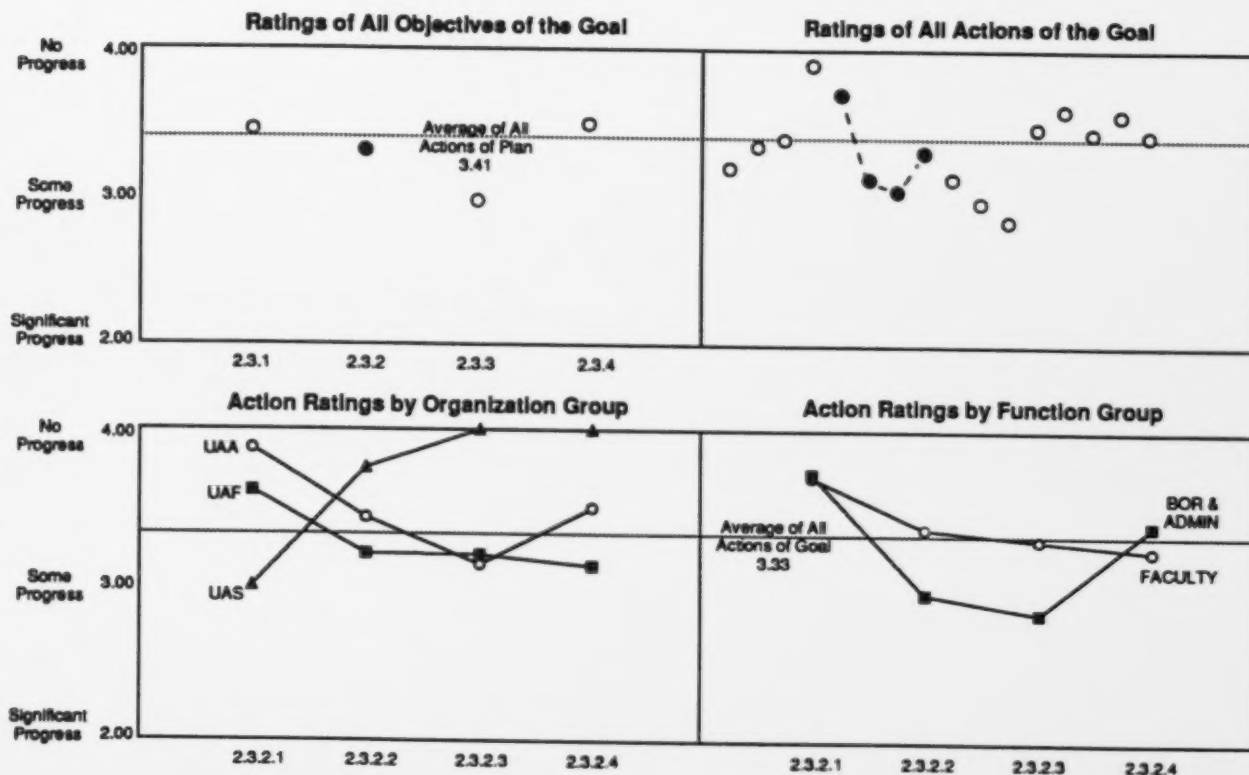
Statistics and Supporting Factors

	ACTIONS				ALL ACTIONS OF THE		
	2.3.1.1	2.3.1.2	2.3.1.3	2.3.1.4	Objective	Goal	6-yr Plan
Arithmetic Mean	3.21	3.35	3.40	3.90	3.46	3.33	3.41
Mode	3	4	3	4	3	3	3
Standard Deviation	0.81	0.75	0.73	0.50	0.75	0.72	0.83
Response Rate (%)	71%	81%	69%	68%	66%	63%	74%
Rank Within Objective	1	2	3	4			
Rank Within Goal (1-18)	6	8	9	16			
Supporting Factors							
2.3.1.1	FY90 Request - UAA Health Sciences Faculty \$114.0, UAA WAMI Implementation Phase II \$555.7, UAF Northern Studies \$650.0, UAF Pacific Rim Studies \$451.0 / FY89 Approp - DOE WAMI Program Start (approp to AK Postsec Ed Comm) \$250.0, UAA Siberian Health Research Program \$250.0, UAF Pacific Rim Studies \$451.0 / UAA Center for Circumpolar Health / UAA Center for Alcohol and Addiction Studies / UAA AK Native Health Career Program has placed 42 AK Natives in health fields / UAF MEDEX outreach program / UAF Institute of Northern Engineering radon research.						
2.3.1.2	FY90 Request - UAA Health Sciences Faculty \$114.0, UAA WAMI Implementation Phase II \$555.7, UAF Northern Studies \$650.0, UAF Pacific Rim Studies \$451.0 / FY89 Approp - DOE WAMI Program Start (approp to AK Postsec Ed Comm) \$250.0, UAA Siberian Health Research Program \$250.0 / Support for AHEC / UAA Delta Kestis summer enrichment program for Native high school students.						
2.3.1.3	FY90 Request - UAA Health Sciences Faculty \$114.0, UAA WAMI Implementation Phase II \$555.7, UAF Northern Studies \$650.0, UAF Pacific Rim Studies \$451.0 / FY89 Approp - DOE WAMI Program Start (approp to AK Postsec Ed Comm) \$250.0, UAA Siberian Health Research Program \$250.0, UAA AK Center for International Business \$2,450.0.						
2.3.1.4	FY90 Request - UAA Health Sciences Faculty \$114.0, UAA WAMI Implementation Phase II \$555.7, UAF Northern Studies \$650.0, UAF Pacific Rim Studies \$451.0 / FY89 Approp - DOE WAMI Program Start (approp to AK Postsec Ed Comm) \$250.0.						

2.3 GOAL - Increase prominence in the field of physical and mental health, fisheries, trade and natural resources

2.3.2 OBJECTIVE - Achieve special prominence in fisheries science, management, technology and marketing

- 2.3.2.1 ACTION** Develop a research and training needs agenda in cooperation with State and federal agencies, Native corporations, and industrial and commercial interests.
- 2.3.2.2 ACTION** Develop a comprehensive plan to maximize the UA System's contribution to the productive management, development and marketing of Alaska's fishery resources.
- 2.3.2.3 ACTION** Expand research and instruction in selected areas of fisheries which will enhance the UA System's role in development, conservation, and wise use of fisheries resources.
- 2.3.2.4 ACTION** Increase fisheries support activities through increased use of State funds to attract federal and private funding for programs and necessary research vessels.



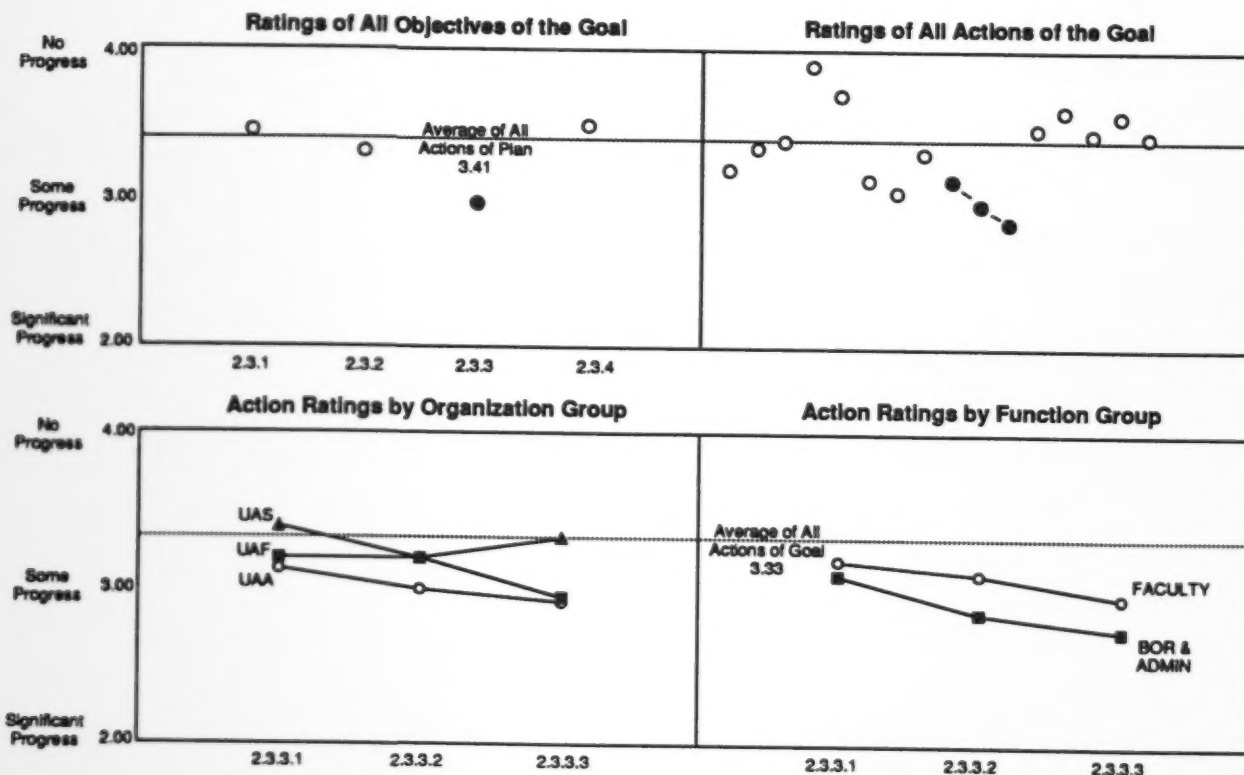
Statistics and Supporting Factors

	ACTIONS				ALL ACTIONS OF THE		
	2.3.2.1	2.3.2.2	2.3.2.3	2.3.2.4	Objective	Goal	5-yr Plan
Arithmetic Mean	3.71	3.14	3.06	3.32	3.32	3.33	3.41
Mode	4	3	3	3	3	3	3
Standard Deviation	0.84	0.87	0.91	0.75	0.87	0.72	0.83
Response Rate (%)	62%	64%	62%	64%	63%	63%	74%
Rank Within Objective	4	2	1	3			
Rank Within Goal (1-16)	15	4	3	7			
Supporting Factors							
2.3.2.1	FY90 Request - UAF Fisheries Faculty-Staff-Grad Assistantships \$200.0, UAF Pacific Rim Studies \$451.0 / FY89 Approp - UAF Enhancement to School of Fish and Ocean Sci \$360.0 / UAF - Tanana Chiefs Conference cooperation.						
2.3.2.2	FY90 Request - UAF Fisheries Faculty-Staff-Grad Assistantships \$200.0, UAF Pacific Rim Studies \$451.0 / FY89 Approp - UAF Enhancement to School of Fish and Ocean Sci \$360.0 / UAF resource economics masters degree program funding needs / UAF Sea Grant Program - Marine Advisory Board jointly sponsored AK Aquaculture Conference in 1987 / UAF FITC TRIM Project / UAF Juneau Center for Fisheries and Ocean Sciences APPRISE Program / UAF FITC frozen pink salmon marketing research with Natl Marine Fisheries Service, AK Office of Commercial Fisheries, AK Fisheries Devel Foundation and several canneries / UAF Sea-River Week rated in top ten nationally by Natl Sci Teachers Assoc in 1987.						
2.3.2.3	FY90 Request - UAF Fisheries Faculty-Staff-Grad Assistantships \$200.0, UAF Pacific Rim Studies \$451.0 / FY89 Approp - UAF Enhancement to School of Fish and Ocean Sci \$360.0 / UAF Institute of Arctic Biology salmon migration research / UAF Institute of Marine Science research on currents in the Gulf of Alaska.						
2.3.2.4	FY90 Request - UAF Fisheries Faculty-Staff-Grad Assistantships \$200.0, UAF Pacific Rim Studies \$451.0 / FY89 Approp - UAF Enhancement to School of Fish and Ocean Sci \$360.0 / UAF research vessel Alpha Helix / UAF - USSR cooperative Bering Sea fisheries research.						

2.3.3.1 ACTION Increase prominence in the fields of physical and mental health, fisheries, trade and natural resources.

2.3.3.2 ACTION Provide leadership and assistance in developing Alaska's role in international trade, marketing and finance within the North Pacific and circumpolar region.

- 2.3.3.1 ACTION** Develop knowledge bases regarding North Pacific and circumpolar region markets, financial systems, trading barriers, transportation, laws, cultures and languages.
- 2.3.3.2 ACTION** Provide increased information services to Alaskan businesses and governmental agencies regarding North Pacific and circumpolar region markets, finances, trading barriers, and the legal, cultural and language factors affecting trade.
- 2.3.3.3 ACTION** Establish more cooperative agreements with North Pacific and circumpolar institutions to further academic and research collaboration, and faculty and student exchanges.



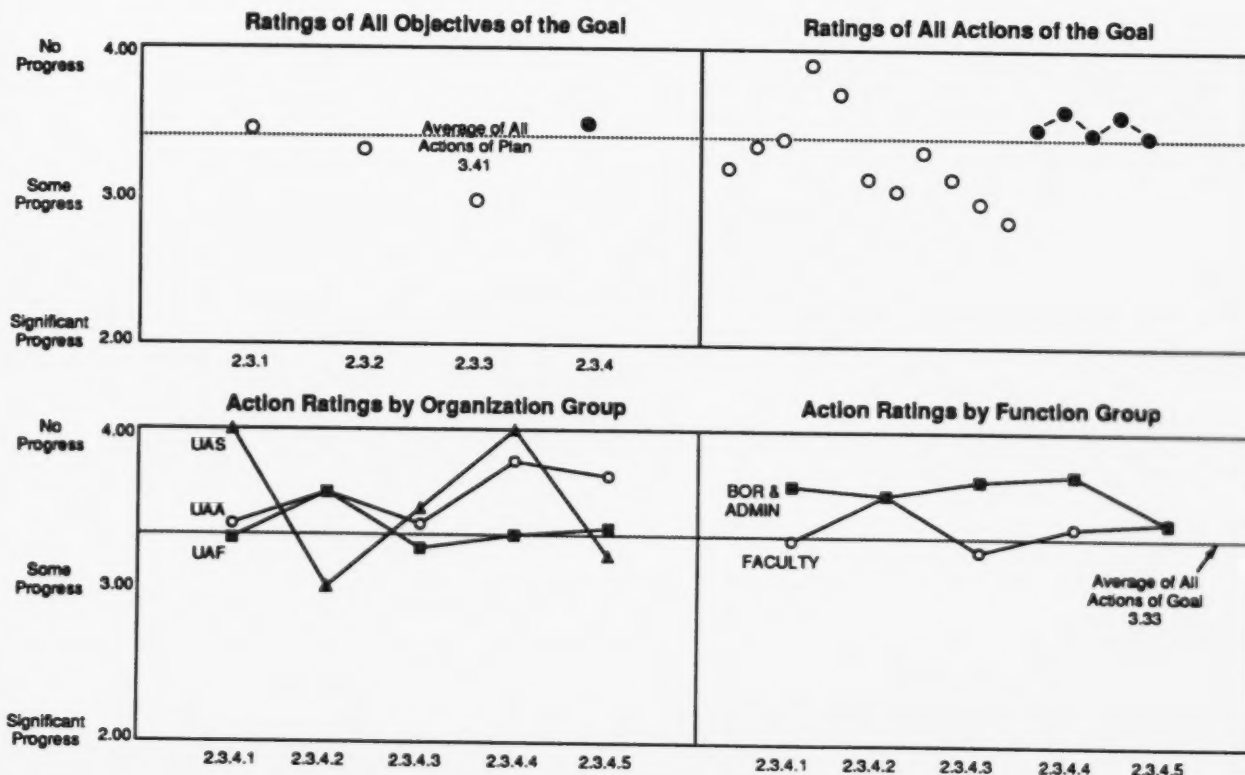
Statistics and Supporting Factors

	ACTIONS			ALL ACTIONS OF THE		
	2.3.3.1	2.3.3.2	2.3.3.3	Objective	Goal	6-yr Plan
Arithmetic Mean	3.14	2.98	2.88	2.98	3.33	3.41
Mode	3	3	3	3	3	3
Standard Deviation	0.87	0.86	0.67	0.87	0.72	0.83
Response Rate (%)	82%	67%	82%	70%	63%	74%
Rank Within Objective	3	2	1			
Rank Within Goal (1-18)	5	2	1			
Supporting Factors						
2.3.3.1	FY90 Request - UAF Pacific Rim Studies \$451.0 / FY89 Approp - UAA AEIDC Support \$100.0, UAA AK Center for International Business \$2,450.0 / UAF International Program and UAF Language Dept 1989 Japanese Language Summer Institute / UAF International Business Program - U.S. Dept of Commerce Office of International Trade data base linkages.					
2.3.3.2	FY90 Request - UAF Pacific Rim Studies \$451.0 / FY89 Approp - UAA AEIDC Support \$100.0 / UAA AK Center for International Business \$2,450.0 (data base development begun) / UAF International Business Program 1988 Workshop on Pacific Rim Trade / UAF International Business Program faculty appointment to AK Export Council / UAF 1987 International Business Program Conference Recognizing World Trade Week / UAF AK legislature funded studies on salmon farming and on import substitution / UAS plans developed for major Alaska-Japan conference in 1989 / 1988 World Trade Center agreement / Small business grants / Inuit Circumpolar Conference.					
2.3.3.3	FY90 Request - UAF Pacific Rim Studies \$451.0 / FY89 Approp - UAA AEIDC Support \$100.0, UAA Siberian Health Research Program \$250.0 / UAF linkage with Gifu, Nagoya Gakuin, Hokaido, Heilongjiang, Copenhagen, McGill and Tokai universities / UAF International Business Program and UAF Mineral Engineering cooperative research program with Natl Chung Kung University.					

2.3 - GOAL: Increase prominence in the fields of physical and mental health, fisheries, trade and natural resources.

2.3.1 - OBJECTIVE: Provide strengthened programs in natural resource management to promote economic growth and maintain environmental quality.

- 2.3.4.1 ACTION** Review, update and strengthen instructional, research and extension programs in natural resources to ensure integration of a broad range of resource values and associated environments.
- 2.3.4.2 ACTION** Consider the establishment of an interdisciplinary graduate program and associated research institute for natural resource and environmental policy management.
- 2.3.4.3 ACTION** Increase emphasis on mitigation and reclamation in programs in mining, engineering and land management.
- 2.3.4.4 ACTION** Strengthen programs in forestry and forest management to include development of forests, products, processing and markets; and to provide increased emphasis on relationships to wildlife habitat, fisheries protection, agriculture, etc.
- 2.3.4.5 ACTION** Incorporate and promote natural resource and environmental values in programs dealing with the visitor industry, i.e. tourism, recreational fishing and hunting, winter sports, etc.



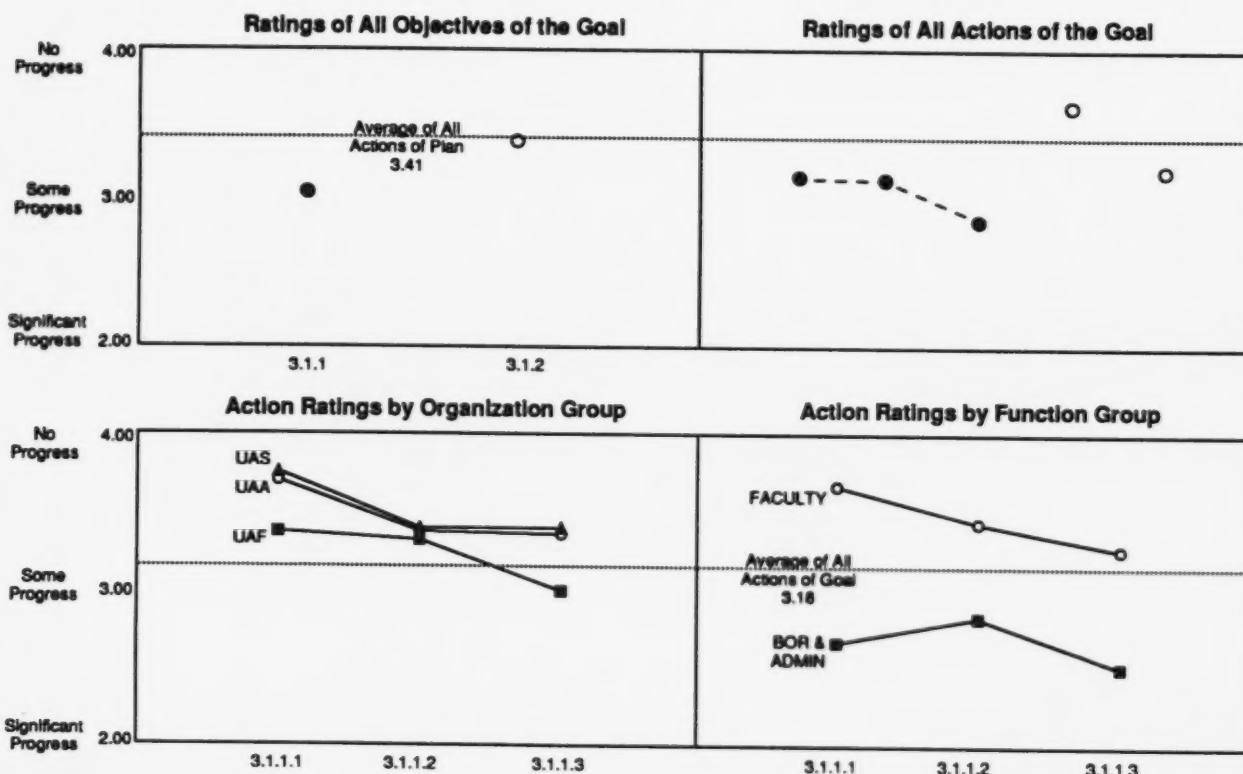
Statistics and Supporting Factors

	ACTIONS					ALL ACTIONS OF THE		
	2.3.4.1	2.3.4.2	2.3.4.3	2.3.4.4	2.3.4.5	Objective	Goal	6-yr Plan
Arithmetic Mean	3.48	3.60	3.45	3.57	3.43	3.50	3.33	3.41
Mode	3	4	3	4	3	3	3	3
Standard Deviation	0.57	0.50	0.69	0.50	0.60	0.57	0.72	0.83
Response Rate (%)	57%	54%	51%	53%	62%	55%	63%	74%
Rank Within Objective	3	5	2	4	1			
Rank Within Goal (1-18)	12	14	11	13	10			
Supporting Factors								
2.3.4.1	FY90 Request - UAF AK Petroleum Basin Analysis \$200.0, UAF Pacific Rim Studies \$451.0.							
2.3.4.2	FY90 Request - UAF AK Petroleum Basin Analysis \$200.0, UAF Pacific Rim Studies \$451.0 / UAF School of Agriculture and Land Resources Management does this.							
2.3.4.3	FY90 Request - UAF AK Petroleum Basin Analysis \$200.0, UAF Pacific Rim Studies \$451.0 / UAF Water Research Center placer mining - water quality standards research / UAF Institute of Marine Science research on effects of development on the tundra / UAS - Green's Creek Mine industry partnership.							
2.3.4.4	FY90 Request - UAF AK Petroleum Basin Analysis \$200.0, UAF Pacific Rim Studies \$451.0 / Forestry support through national research fund / UAF Agriculture and Forestry Experiment Station research on revegetation after roadcuts.							
2.3.4.5	FY90 Request - UAF AK Petroleum Basin Analysis \$200.0, UAF Pacific Rim Studies \$451.0 / Travel industry management program at UAF needs to aggressively go after grants and other resources, more faculty effort is needed and accomplishments need to be communicated better / UAS KEC 1986 associate and certificate program additions in tourism industry (see Stat Abstract).							

3.1.1.1 ACTION Actively broaden and strengthen linkages between State officials and UA System regents and officers.

3.1.1.2 ACTION Increase the external and internal visibility of the Board of Regents.

3.1.1.3 ACTION Annually identify legislative priorities and formulate a legislative agenda.



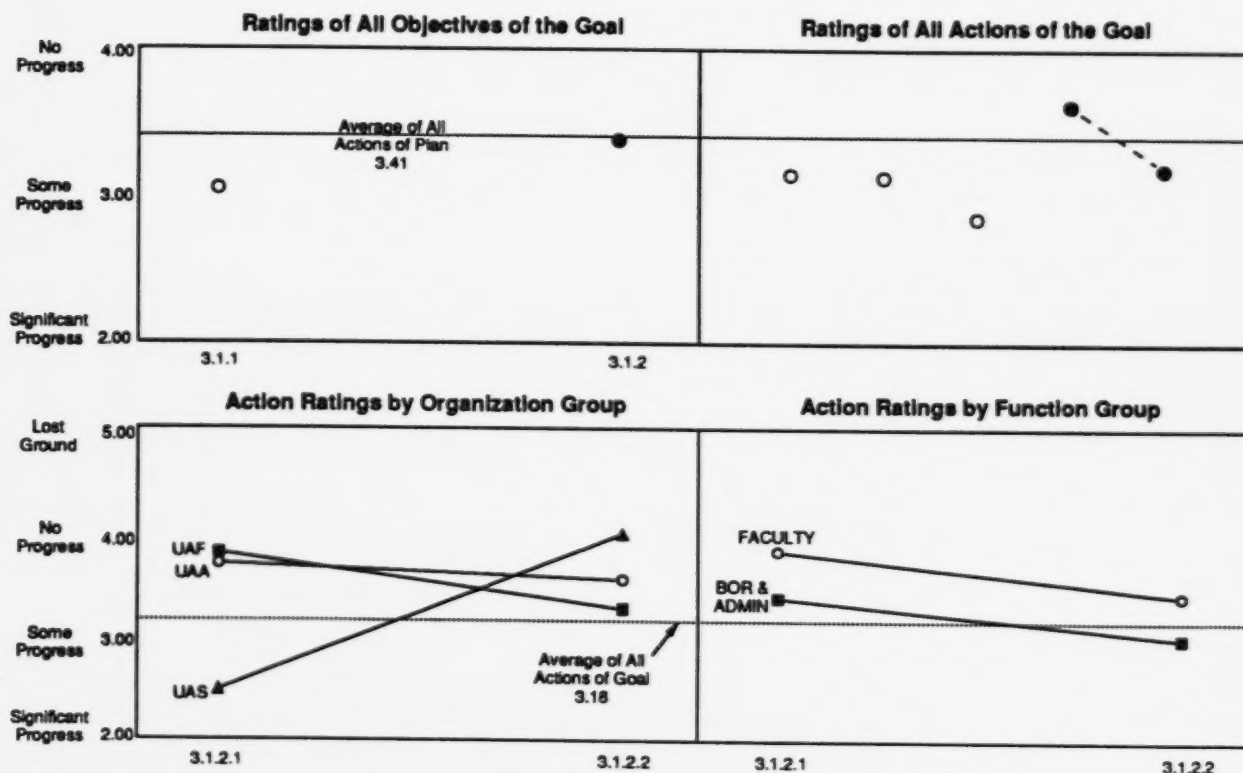
Statistics and Supporting Factors

	ACTIONS			ALL ACTIONS OF THE		
	3.1.1.1	3.1.1.2	3.1.1.3	Objective	Goal	6-yr Plan
Arithmetic Mean	3.16	3.14	2.87	3.06	3.16	3.41
Mode	3	3	3	3	3	3
Standard Deviation	1.00	1.01	0.95	0.99	0.91	0.83
Response Rate (%)	72%	84%	79%	77%	72%	74%
Rank Within Objective	3	2	1			
Rank Within Goal (1-5)	3	2	1			
Supporting Factors						
3.1.1.1	More effective lobbying needed / UA President on state Telecommunications Information Systems Council, AK State Chamber of Commerce, Rotary International, Western Interstate Commission on Higher Education, Carnegie Foundation Board of Directors, AK Airlines Community Advisory Board, State Advisory Board on Tourism, etc. / Arranged Regents one-on-one meetings with state legislators / Regular socials with interior and southcentral legislators / Juneau reception for state legislators / SPS government relations - politicians, budget - OMB efforts and meetings / Chancellor-hosted events / Hired community relations liaison in 1987 / Regents on AK Postsec Ed Commission.					
3.1.1.2	Restructuring work has done this / Special campus tours held in conjunction with BOR meetings / Chancellor-hosted events / Hired community relations liaison in 1987 / Regents commencement engagements / UAA-Siberian Medical Research trip.					
3.1.1.3	UA BOR, SPS budget and government relations efforts better each year / Statewide Assembly 1988 survey to pre-primary state legislature political candidates / 1988 Agency issues memorandum to Governor / Anchorage Municipality land settlement reached.					

3.1.2 OBJECTIVE: Strengthen and improve Board of Regents' Policy

3.1.2.1 ACTION Hold orientation and updating workshops for new and continuing regents regarding UA System policies, missions, and current and projected programs.

3.1.2.2 ACTION Simplify and update Regents' policies and University System regulations through periodic review and revision.



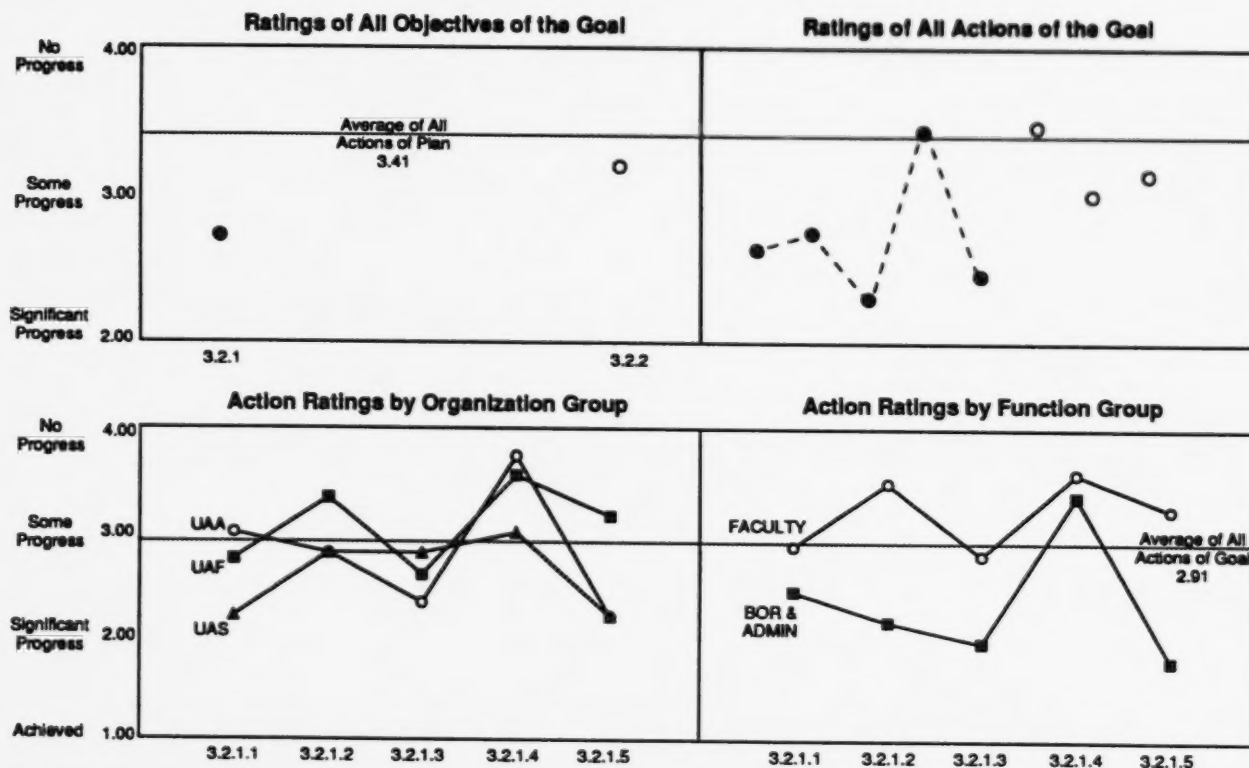
Statistics and Supporting Factors

	ACTIONS		ALL ACTIONS OF THE		
	3.1.2.1	3.1.2.2	Objective	Goal	5-yr Plan
Arithmetic Mean	3.63	3.20	3.99	3.18	3.41
Mode	4	3	4	3	3
Standard Deviation	0.73	0.88	0.84	0.91	0.83
Response Rate (%)	50%	72%	66%	72%	74%
Rank Within Objective	2	1			
Rank Within Goal (1-5)	5	4			
Supporting Factors					
3.1.2.1	It's sink or swim for new Regents / No new progress last two years / Until restructuring began, SPS Regents' Affairs Office coordinated background materials orientation for new Regents - expected to be started up again.				
3.1.2.2	Current personnel policies and regulations remain poor, wanton application exists particularly in relation to hiring and position reclassifications / Tenure and promotion policy revision pending 1988 BOR approval.				

3.2 GOAL: Improve the educational effectiveness and fiscal efficiency of the UA System's organizational structure and process.

3.2.1 OBJECTIVE: Assure that the UA System's organizational structure serves the missions of the System and its institutions.

- 3.2.1.1 ACTION** Periodically review and revise individual campus mission statements as required to meet the changing needs of Alaska.
- 3.2.1.2 ACTION** Examine alternative organizational structures, and adopt that which best meets the needs of the people of Alaska and the missions of the UA System for the next decade.
- 3.2.1.3 ACTION** Deliver all academic credit-bearing instruction through accredited units.
- 3.2.1.4 ACTION** Monitor and periodically review program offerings across the UA System to promote diversity and to reduce duplication.
- 3.2.1.5 ACTION** Include life-long learning in the mission statements of all UA System educational institutions.



Statistics and Supporting Factors

	ACTIONS					ALL ACTIONS OF THE		
	3.2.1.1	3.2.1.2	3.2.1.3	3.2.1.4	3.2.1.5	Objective	Goal	5-yr Plan
Arithmetic Mean	2.65	2.76	2.32	3.45	2.48	2.74	2.91	3.41
Mode	3	2	2	3	2	3	3	3
Standard Deviation	1.00	1.36	0.96	0.94	1.19	1.17	1.13	0.83
Response Rate (%)	79%	82%	77%	82%	75%	79%	78%	74%
Rank Within Objective	4	3	1	5	2			
Rank Within Goal (1-8)	4	3	1	7	2			

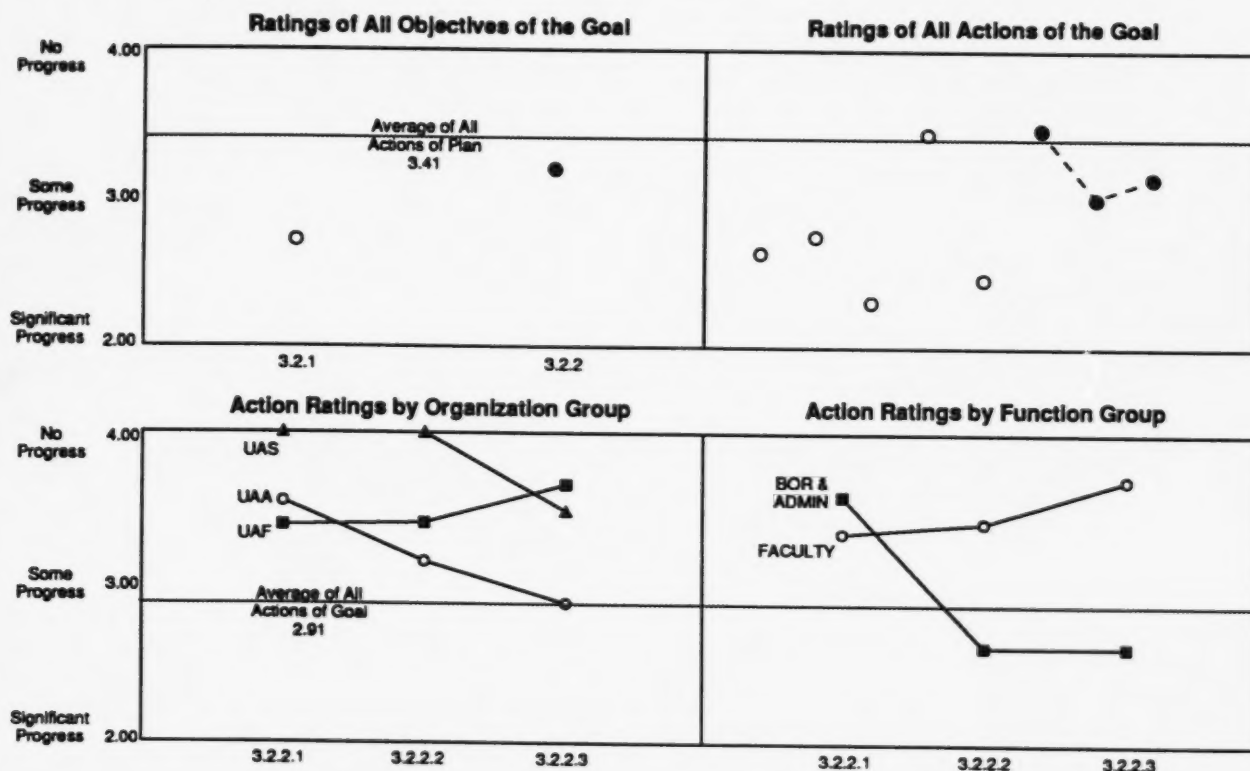
Supporting Factors

- 3.2.1.1** Significant progress per recent adoption of new mission statements at each institution / Need for less heavy handedness in developing future revisions / Campus administrators need to consult with and involve faculty more / Mission statements are more practical than they have ever been, less ivory tower wording is still needed.
- 3.2.1.2** FY89 Approp - UAA Administrative Restructuring Support \$195.0 / 1986-88 process of restructuring the UA System has done this.
- 3.2.1.3** Restructuring has done much of this / PWS community college is still a candidate for accreditation.
- 3.2.1.4** Done in 1987 by process of restructuring / Ongoing systemwide effort here will be difficult with absent or vacant provost position at SPS / Some feeling that faculty administrators can't be entrusted to critically review their own programs for duplication with other campuses because of possible consequences of such revelations.
- 3.2.1.5** Restructuring has done this / Continuing education provided inadequate funding support.

3.2.2.1 ACTION Define the role of the UA System statewide administration through revision of Regents' Policy, and pursue it accordingly.

3.2.2.2 ACTION Define the roles of the UA System institutions and their relationship to each other and to the UA System Statewide administration.

3.2.2.3 ACTION Communicate the roles, missions, programs and activities of each institution throughout the System.

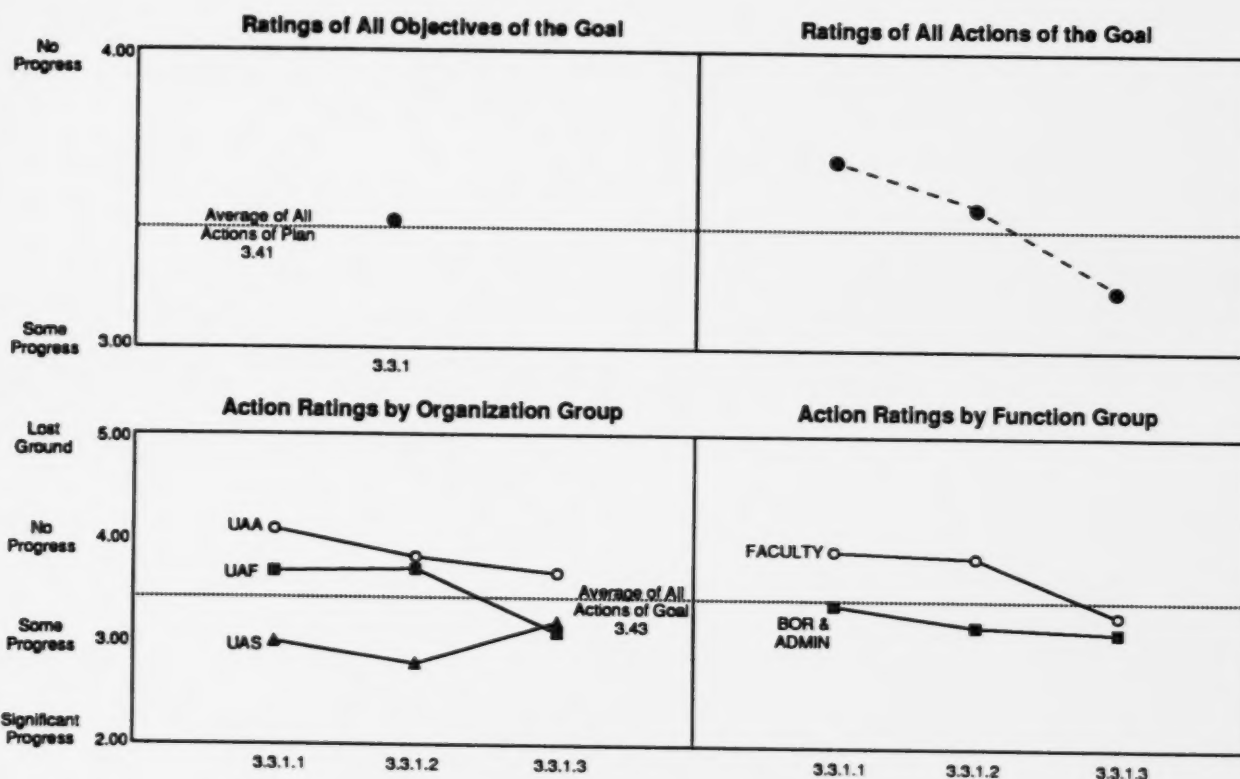


Statistics and Supporting Factors

	ACTIONS			ALL ACTIONS OF THE		
	3.2.2.1	3.2.2.2	3.2.2.3	Objective	Goal	5-yr Plan
Arithmetic Mean	3.48	3.02	3.18	3.21	2.91	3.41
Mode	4	3	3	3	3	3
Standard Deviation	1.13	1.10	1.03	1.08	1.13	0.83
Response Rate (%)	80%	79%	80%	78%	78%	74%
Rank Within Objective	3	1	2			
Rank Within Goal (1-5)	8	5	6			
Supporting Factors						
3.2.2.1	1986-88 process of restructuring the UA System has done some of this / Some confusion has resulted due to restructuring and the need to have chief executive officers staff UAA administration during critical phase of restructuring / Need exists for a comprehensive SPS staff convocation.					
3.2.2.2	Institution roles in the UA System and especially their relationships to each other as well as to the Statewide Administration need better definition or better follow-through and adherence / Ongoing.					
3.2.2.3	Cooperation among institutions, particularly that cooperation originating with the faculty, still needs improvement - corroborative efforts on research papers, international business and engineering programs, etc. would be an encouraging sign.					

3.3.1 GOAL: Increase non-State support for the UA by KPC and other organizations and businesses by 1992.
 3.3.1 OBJECTIVE: Significantly increase external funding for the UA by FY92.

- 3.3.1.1 ACTION** Plan and execute a comprehensive fund-raising program which is institutionally-based and supported by professional development offices.
- 3.3.1.2 ACTION** Seek increased scholarship support from local and regional organizations and businesses.
- 3.3.1.3 ACTION** Encourage alumni and other friends to assist in publicizing UA System programs, services and resources.



Statistics and Supporting Factors

	ACTIONS			ALL ACTIONS OF THE		
	3.3.1.1	3.3.1.2	3.3.1.3	Objective	Goal	6-yr Plan
Arithmetic Mean	3.64	3.48	3.21	3.43	3.43	3.41
Mode	3	4	3	4	4	3
Standard Deviation	0.84	0.72	0.65	0.75	0.75	0.83
Response Rate (%)	72%	77%	80%	77%	77%	74%
Rank Within Objective	3	2	1			
Rank Within Goal (1-3)	3	2	1			
Supporting Factors:						
3.3.1.1	FY90 Request - SPS Inst Sptt Community Relations-Finance-Personnel \$336.2 / FY89 Approp - SPS Increase UA Development Efforts \$76.6 / 1988 increment for SW development / UAS has created office of development / From FY86 to FY87 direct private gifts increased systemwide from \$2,660,750 to \$3,436,598 (see Stat Abstract for source by campus detail).					
3.3.1.2	FY90 Request - SPS Inst Sptt Community Relations-Finance-Personnel \$336.2 / KPC has number of scholarships sponsored by local industry and civic organizations.					
3.3.1.3	FY90 Request - SPS Inst Sptt Community Relations-Finance-Personnel \$336.2 / FY89 Approp - SPS Increase UA Development Efforts \$76.6 / UAA alumni efforts raised \$300,000 in FY86 / UAF alumnus created Alaska Scholars Program to sponsor one four-year scholarship each year.					

APPENDIX A

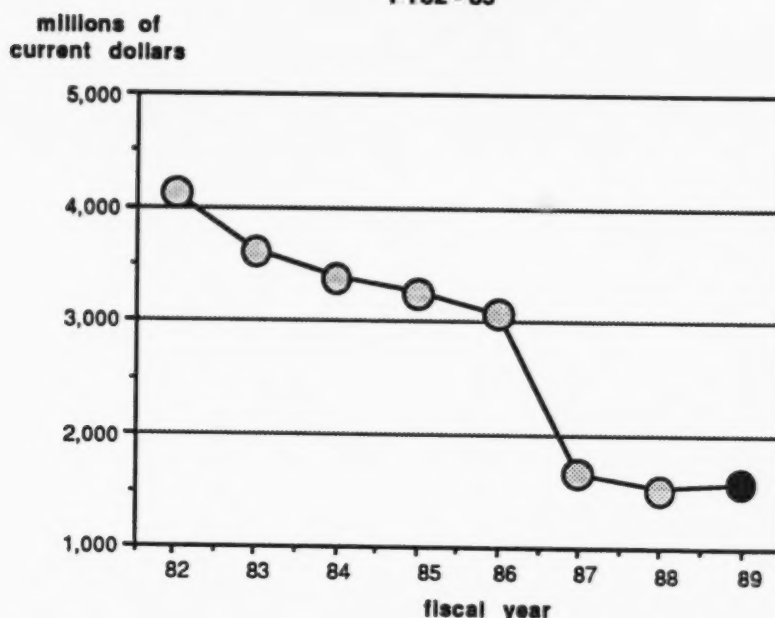
A Chronology of UA Restructuring Activities 1986-88

(taken from Rogers & Gaylord, 1988)

Introduction

In late 1985 and early 1986, world oil prices collapsed. Wellhead prices for oil fell from \$28 per barrel in January, 1986, to below \$10 per barrel in August, 1986. In a short period of time, the State of Alaska, whose budget was more than 86 percent dependent upon the price of oil, saw its total state revenues drop by more than one-third [FIGURE 1]. The governor and state legislature were forced to curtail state spending several times. For Alaska's statewide system of higher education, falling state oil revenues brought budget cuts -- four percent in FY86, ten percent at the beginning of FY87, another ten percent in the first month of FY87, and another planned fifteen percent reduction scheduled for FY88.

**FIGURE 1. State General Fund
Unrestricted Revenue Trends
FY82 - 89**



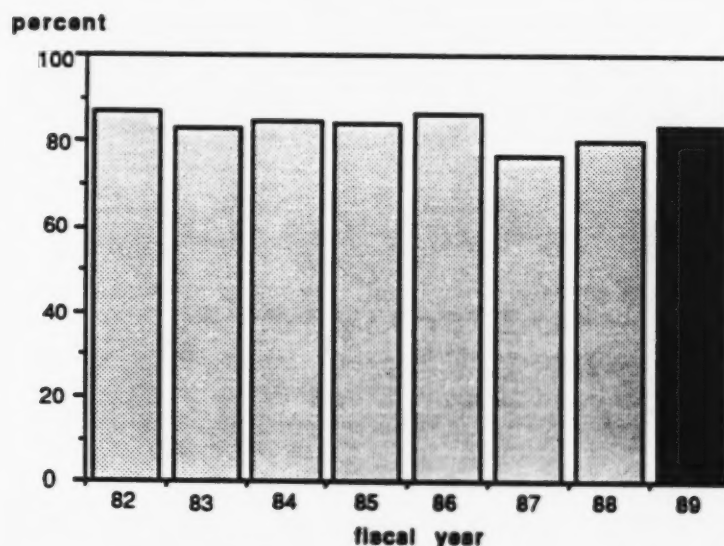
Spurred by real and proposed budget cuts, in early December, 1986, the University of Alaska Board of Regents approved a massive restructuring of Alaska's statewide system of higher education. The restructuring plan called for a merger of eleven community colleges with three universities into three multi-campus institutions. The plan realigned statewide programs in vocational-technical education, fisheries and ocean sciences, international business, and rural higher educational delivery. It called for the merger of a unionized community college teaching faculty with a non-unionized university faculty. The plan anticipated termination of nearly one hundred administrators and an additional five percent cut in system costs without significant impact on program delivery. The plan was controversial. It spawned litigation, legislation, arbitration, and a voter initiative. Now, two years later, the restructuring is nearly complete.

This paper will present how the University of Alaska System addressed these extreme and sudden reductions in state appropriations. It will trace the factors which required that restructuring be considered, document the restructuring decision-making process, detail the process of carrying out the restructuring plan, and assess the results to date.

I. Factors Leading to Restructuring

For twenty years, the fortunes of the State of Alaska have been tied to those of the OPEC oil-producing countries. As one of the United States' most significant petroleum-producing regions, Alaska benefited from the 1973 and 1979 increases in oil prices. Nearly all oil production in Alaska occurred on state-owned land, yielding royalties, and all production was subject to severance and income taxes. The value of oil production so overwhelmed other economic activity that the state became highly dependent upon petroleum income as a source of state revenues [FIGURE 2].

FIGURE 2. Portion of State General Fund
Unrestricted Revenues Due to Petroleum Taxes
FY82 - 89

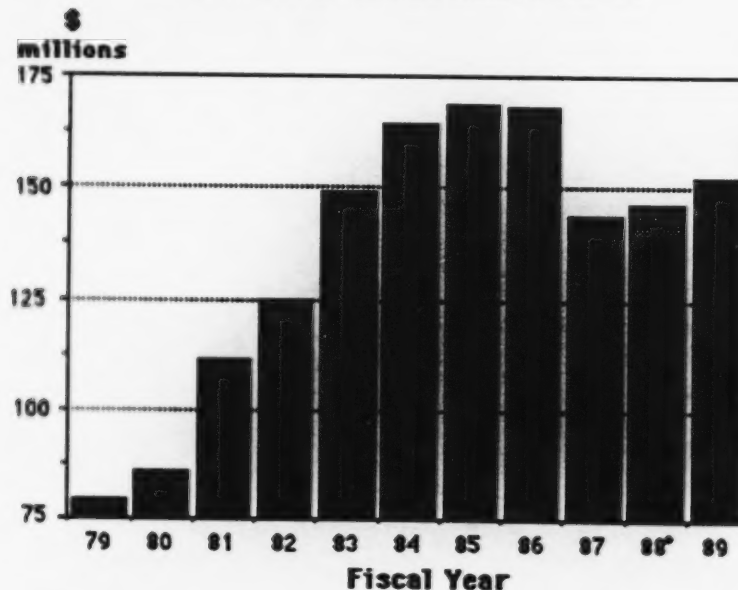


Among the principal beneficiaries of new state wealth were the public education system and the statewide system of higher education -- the University of Alaska [FIGURE 3]. A single university in 1970 grew to two, then three universities, while the number of community colleges in the system grew from two in 1970 to eleven in 1979. In 1980, the University system began its first \$100 million state-funded budget, which grew to \$168 million by fiscal year 1985 (1984-1985).

In 1980, the system was organized into six major administrative units:

- The University of Alaska-Fairbanks, the original university, with strengths in natural sciences, a strong research program in life sciences, marine sciences and geophysics, the only doctoral programs in the state, and a residence-based student body.
- The University of Alaska-Anchorage, a young comprehensive urban university with emerging graduate programs and new residential housing, struggling to overcome a "little brother" image to UAF.

**FIGURE 3. University of Alaska
General Fund Revenue Trends FY79 - 89**



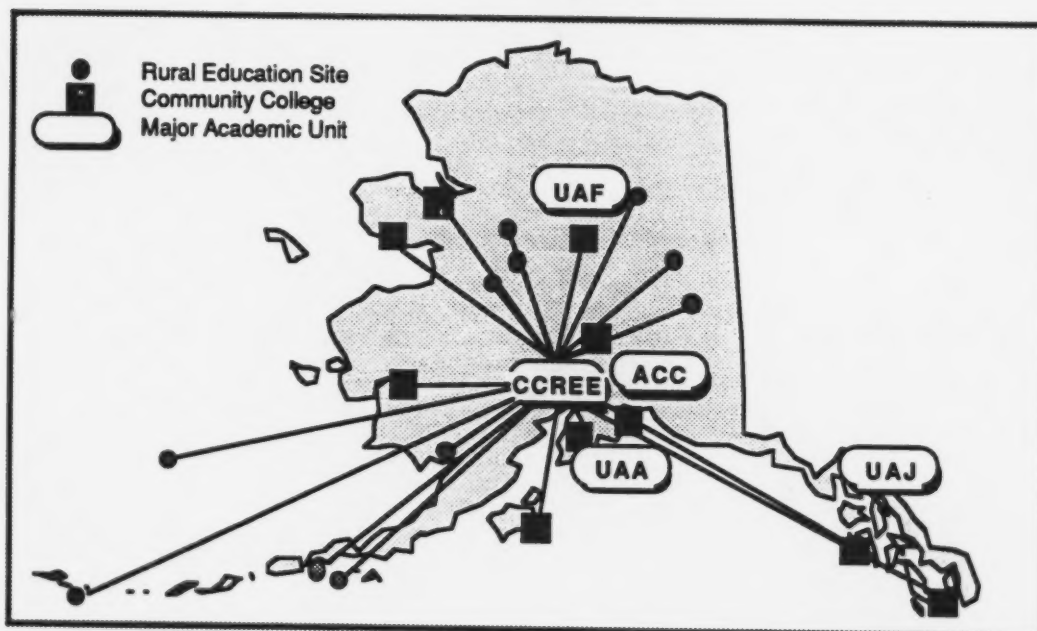
*Shaded portion represents mid-year supplemental funding

- The University of Alaska-Juneau, a small four-year college, formed by the 1978 merger of a four-year institution and a community college.
- Anchorage Community College, the state's largest community college with strong vocational and academic transfer programs and a student population of 10,000.
- Community Colleges, Rural Education and Extension, a mini-system within a system based in Anchorage, including ten community colleges ranging in size from Chukchi Community College in Kotzebue (60 FTE) to Tanana Valley Community College in Fairbanks (750 FTE), rural education centers in a dozen rural villages, and the Cooperative Extension Service.
- Statewide Programs and Services, including the system administration offices, the Sea Grant College Program, and the university computer network. [FIGURE 4].

By early 1985, the oil bubble began to shrink. Oil prices softened. The University of Alaska Board of Regents, foreseeing a period of little or no growth, called upon the administration to develop a new six year plan based on reduced expectations. The 1985 Alaska legislative session saw the first real reduction in state funding for higher education -- the university system was forced to make \$7 million in reductions to pay for a \$7 million cost-of-living increase for university employees. The budget stood at \$168 million.

Over the fall of 1985 the university began the process of belt-tightening, shaving budgets wherever possible. While budget-cutting is always painful, most observers saw enough slack in the budget to cut expenses without major program effects. By December, however, oil prices began falling more sharply. University President Donald O'Dowd created a Budget Flexibility Task Force of university administrators to look for further belt-tightening opportunities. In January, 1986, the tumble in oil prices became a free fall. By March, revenue projections were down more than 25 percent. Alaska Governor Bill Sheffield called for a freeze on state hiring and other measures designed to save money for the remainder of FY86. The University followed suit, targeting a \$2 million reduction in spending (five percent of remaining funds) for the final three months of the fiscal year.

**FIGURE 4. 1980 University of Alaska
System Structure**



The budget for fiscal year 1987 would certainly be worse. Governor Sheffield called upon the university to reduce spending by \$15 million, or nine percent; after some wrangling the legislature approved the cut. The university responded with a plan which called for reductions in out-of-state travel, elimination of all equipment purchases, a reduction in pension benefits for staff, a tuition increase, limited program reductions, and the elimination of statewide programs in nursing, a phase-out of the WAMI medical education program, and significant reductions in institutional support and academic support personnel. The plan called for elimination of 250 jobs, 175 of which were filled at the beginning of the year. The university entered the new fiscal year under difficult financial conditions, with a general fund budget of \$153 million.

Throughout this process, work continued on the system Six Year Plan. Although circumstances were changing rapidly, the plan was adopted based primarily on assumptions made prior to the oil collapse. Regents adopted the plan, recognizing that many of the goals and objectives contained therein were unattainable under new expected revenues. The plan focused on three elements: Access and Excellence; Leadership and Distinction in the North; and Definition and Pursuit of Missions. Ten goals organized under these elements included:

- (1) Achieving institutional and program excellence and diversity
- (2) Providing high quality faculty and advising services to students
- (3) Improving access to instructional programs
- (4) Developing a new strategy for Native education
- (5) Providing leadership in public research and economic development
- (6) Achieving distinction in circumpolar and north Pacific region studies
- (7) Increasing prominence in health, fisheries, trade and natural resources
- (8) Enhancing the role of the regents in system governance
- (9) Improving the effectiveness and efficiency of the organizational structure
- (10) Increasing non-state support for the system

The ninth goal was to become the focus of the next two years. After the Alaska Legislature adjourned, state revenues fell further. On July 17, 1986, Governor Sheffield announced a general budget rescission for state agencies, giving the university a fifteen percent, or \$23 million reduction. President O'Dowd notified the system chancellors that he was forming a Restructuring Team to "gather information needed for refining the statewide system and campus missions based on the strengths of each campus and the elements which permit it to be of special value to the region that is served."

II. The Restructuring Decision-Making Process

In early August, Governor Sheffield changed the rescission target to \$15.3 million. President O'Dowd reported to the university community on the planned response to the Governor's request. After meeting with the five chancellors, the President would recommend to the Board of Regents a package which included:

- \$9 million in reductions to teaching, research and service programs
- a declaration of financial exigency, allowing the university to reduce compensation for non-represented employees by \$8 million, including reductions in teaching contract lengths
- increases in miscellaneous fees and parking charges
- restructuring of the system to "make it a smaller institution, offering fewer services to a more limited range of citizens, but retaining its quality and reputation, and preserving a basic structure on which it can build when the state's economic situation improves."

The Board of Regents balked at the declaration of exigency, believing it would produce permanent harm to the university system. After an emergency meeting with the governor, the regents agreed to lapse \$6 million in unspent capital appropriations, with a commensurate reduction in the budget rescission. Staff salaries were frozen and benefits were reduced. The agreement anticipated further reductions in the following fiscal year.

Later in August, the Restructuring Team began its review of campus programs. The team, comprised of the President, the Provost, the Vice President for Finance, the Budget Director and the Director of Government Relations, began a series of two-day visits to review campus strengths and weaknesses, with an eye to redesign of the system. The Restructuring Team examined the patterns of academic, vocational and public/community service programs, the clienteles served, the organizational structure of the campus in support of program delivery, and the cost of services. Four themes were developed:

- the scope of services must be narrowed to accommodate the funding reductions
- delivery of quality services to as many constituencies as possible must be continued
- instruction for credit would be delivered through accredited or readily accreditable units
- visible contributions to the economic future of the State must be increased.

President O'Dowd envisioned a three-phase process, consisting of (1) involvement of groups and individuals internal to the university, (2) involvement of numerous internal and external constituencies, and (3) internal management with frequent feedback loops to users of university programs. Following the campus reviews, the chancellors would meet to discuss findings, present their responses, a plan discussed with the Board of Regents, and consultation with internal and external constituencies on implementation of the plan.

Discussions by the Restructuring Team after the campus reviews quickly progressed to structural change to the university system. The group saw the rapid growth of the system during the 1970s and early 1980s as problematic; growth was fueled more by the amount of money available and political pressure than a sound academic plan. The locally controlled, separate and autonomous community college

campuses had developed administrative superstructures designed for far larger institutions. Local communities couldn't or wouldn't give financial support to the colleges, but lobbied aggressively for the "free" state funding to provide services. Local community college advisory boards had a large degree of authority, but little responsibility or accountability for their actions. Throughout the system, there was no centralized curriculum review process, no common course numbering scheme among institutions, and no accepted articulation agreement among university and community colleges. Many of the institutions had unrealistic mission statements. The needs were vastly different in various regions of the state, and there was not a good match between services and needs. Development of and funding for vocational programs was based on historical needs, rather than current and projected future student needs. Rural residents needed access to continuing education at the baccalaureate level and above, but local colleges did not have an upper division mission and the vast distances in the state made use of the senior campus programs unrealistic.

Debate intensified in October, 1986, when the Governor asked for an additional fifteen percent budget reduction plan for the following fiscal year. Three principal options were considered:

- A single accredited multi-campus university, administered centrally
- Three universities, a single statewide community college, with a reduced central administration
- Three multi-campus universities with both traditional university and community college missions, with a reduced central administration.

The Restructuring Team and the five chancellors debated the options, considering opportunities and problems. Most saw extreme political difficulties with the first and third options, but saw the second option as neither achieving sufficient savings nor meeting long-term academic needs. The third option would mean the merger of two different institutional cultures -- the traditional academic university with the open access, community-based programs of community colleges.

On October 31, 1986, President O'Dowd unveiled his proposal to the Board of Regents. It called for three multi-campus universities, which would merge the open-access community colleges with traditional university institutions. The new structure would have the following features:

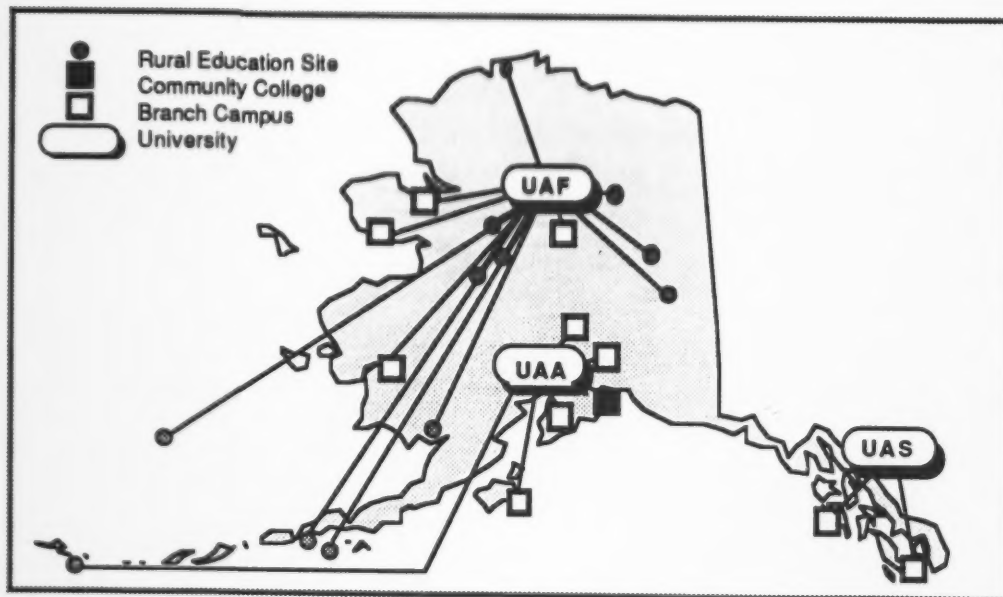
- In Southeast Alaska, the University of Alaska-Juneau and Ketchikan and Islands Community Colleges would be merged into an undergraduate college with a regional mission offering developmental courses and associate and bachelor degrees, providing graduate programs by extension from Anchorage and Fairbanks, and receiving vocational-technical programs from Anchorage.
- In Northern Alaska, the University of Alaska-Fairbanks would merge with Tanana Valley Community College. As part of this institution, a new rural college would merge the rural community colleges (Chukchi, Kodiak, Kuskokwim, Northwest, and Prince William Sound Community Colleges) and the extension centers with responsibility for vocational-technical programs, associate and bachelor degree programs. The Cooperative Extension Service would be associated with UAF colleges.
- In Southcentral Alaska, the University of Alaska-Anchorage and Anchorage Community College would merge. The Matanuska-Susitna and Kenai Peninsula Community Colleges would merge with this unit, offering instruction at the associate, baccalaureate and masters level. A new statewide vocational-technical unit would be formed from the Anchorage Community College program, offering elements of the program throughout the state.
- Once the new institutions were well established, the Statewide Administration would play a narrower and more policy-oriented role.

- A new statewide fisheries and marine science faculty would be created, merging programs throughout the state under the new northern institution. A similar faculty unit for international business would be based at the southcentral institution, and health and medical education and research would be centered at the Anchorage campus.

The public response was immediate and intense. Community college councils, the unionized community college faculty, and concerned citizens attacked the President and his plan. At public hearings throughout the state, hundreds of people criticized portions or all of the plan. A coalition of opponents, the Community College Coalition of Alaska, was formed. Opponents saw the plan as denying the mission of community colleges, changing the nature of the college commitment to students, removing the community service role of the local administrations, abridging local control and autonomy, and possibly breaking the community college teachers' union.

In December, the Board of Regents modified the plan, shifting Kodiak and Prince William Sound Community Colleges to the new Southcentral Institution and making other programmatic changes, then approved the plan and new structure [FIGURE 5]. Significant changes included plans for allowing communities which provide a traditional community college funding base to keep local control, plans for assuring the community college mission was maintained, realignment of some extended colleges, and priority given to remedial/developmental and core lower division courses and programs, and bachelors' level courses and programs at the current community college locations. In Anchorage and Fairbanks, new colleges were created within the universities to provide continuing education, vocational training, and certain other functions of the former community colleges. The regents asked the administration to prepare regular reports on programs at each community which previously had a community college.

FIGURE 5. 1988 University of Alaska System Structure



Major policy issues were identified at the regents' hearings, which became recurrent themes during the ensuing months. These included:

- Protection of the community college mission
- Integration of the unionized community college teachers with the non-union university faculty
- Integration of programs between community colleges and universities
- Maintenance of accreditation of programs and institutions
- Maintenance of community-based advisory structures

III. The Restructuring Process

The restructuring implementation process was to include three phases: (1) consulting groups, consisting of university and community college administrators and staff and representatives of external constituencies, would draft solutions and responses to major issues, to be approved by the chancellors and regents, (2) institutional restructuring advisory committees would develop detailed plans, creating special task forces as necessary, (3) systemwide task forces on rural program delivery, fisheries and ocean sciences, and vocational-technical education would plan organizations for these new units.

While overseeing this implementation process, however, the President's Restructuring Team found that external battles occupied much of its time. When the legislature convened in January, 1987, bills were introduced to separate the community college system from the university. Lawsuits were filed by a school district and by the Community College Coalition. By March, the Coalition announced an initiative campaign designed to separate the community colleges. The initiative, in its entirety, read:

"There shall be established a separate independent community college system in the State of Alaska. The University of Alaska shall transfer to the community college system of Alaska such real and personal property as is necessary to the independent operation and maintenance of the community college system. The amount of property transferred shall be commensurate with that occupied and operated by the community colleges on November 1, 1986. Properties created for the purpose of joint use by the university and the community college system shall continue to be jointly used."

The Alaska Commission on Postsecondary Education adopted a resolution supporting creation of a separate community college system. The restructuring process slowed down as internal and external debate intensified.

At each meeting of the Board of Regents, further refinements were made in the overall restructuring plan, and specific problems were addressed. The regents approved a policy allowing communities which provided through local funding and tuition at least 1/3 of the local campus budget to maintain a semi-independent community college, with a local administration much like the institutions which existed prior to restructuring. The only community which qualified as of 1987 determined it would keep Prince William Sound Community College under this policy.

The legislature adjourned without action on the separation bills, but the State House passed a resolution asking for reconsideration of the restructuring plan. The university budget was approved at \$137 million, with an additional \$4 million in restructuring transition funds approved from university interest income. The budget structure followed the lines of the restructuring plan, calling for \$6 million in savings from restructuring, \$6 million from permanent program reductions, \$8 million from compensation reductions, and restoration of \$9 million of the emergency reductions made in the previous year. The budget included nearly 50 "legislative intent" statements, asking for protection of the community college mission, for reporting on all events related to restructuring, and creating a special interim committee to oversee and report to the 1988 legislature on the restructuring process.

In May and June, 1987, the regents tackled what had become the most significant problem -- merging of the two faculties. Under the terms of the collective bargaining contract, the university could not force union members to become part of the university faculty. It could offer transfer opportunities, and management had the right to create or eliminate community colleges. The university offered to bargain over the effects of restructuring, but the union insisted on bargaining over the restructuring decision. Some talks were held, but no bargaining commenced. In early June, the regents voted to offer transfer opportunities to all unionized teachers. The offer generated opposition from both community college and university faculty. It provided that:

- All community college teachers with at least seven years of service would be offered automatic tenure in the new institutions (191 faculty members)
- All community college teachers with four to six years of service would be offered multi-year contracts in the new institutions (44 faculty members)
- All community college teachers with less than three years of service would be offered one-year renewable contracts in the new institutions (28 faculty members)
- All community college teachers would be offered up to seven years to stand for tenure
- Community college teachers would be offered faculty rank based on the salary "lane" structure in the collective bargaining contract:
 - Teachers in lanes A and B, which required a bachelors degree or equivalent, would receive instructor rank (56 faculty members)
 - Teachers in lane C, which required a bachelors degree plus graduate study, a masters degree in appropriate fields, or equivalent experience (for vocational teachers), would receive assistant professor rank (29 faculty members)
 - Teachers in lanes D and E, which required masters degrees plus additional graduate study, or equivalent experience (for vocational teachers), would receive associate professor rank (168 faculty members)
- No community college teachers, regardless of terminal degree or experience, would be offered full professorships
- Since the three new institutions were substantively different from the old institutions, the new positions being offered were not bargaining unit positions
- Any teacher who refused the transfer would be laid off after nine months, since there would be no more community colleges.

The union filed a grievance the next day, alleging the university had unilaterally altered a major policy by eliminating the entire community college system, thereby negating all provisions of the collective bargaining agreement. The university denied the grievance, and it was submitted to arbitration. All but one of the community college faculty members signed the transfer papers, although many added notes of protest.

The community college faculty also filed an unfair labor practice charge against the university, alleging willful refusal to negotiate anything but "effects" bargaining, changing salaries and workload without bargaining, changing working conditions, discrimination against union members, failure to present the entire plan to the union, conducting individual bargaining with union members by offering individual reassignments, refusal to recognize the union as the elected representative of employees, and "anti-union animus" by the president. The unfair labor practice decision process was held in abeyance, pending the arbitrator's decision on the union's grievance.

The regents also adopted policies governing the merger of institutions and reduction of institutional support positions in the new institutions. Policies were created to ensure that where several individuals held similar jobs in the old institutions, each would be considered for the job in the new institutions. Those not selected would be laid off, with certain rehire rights.

On July 1, 1987 the new institutions came into existence. The process of combining administrations began. It was most severe in Anchorage, where the three old administrations of the University of Alaska-Anchorage, Anchorage Community College, and the Community Colleges, Rural Education and Extension division were to be merged under a single chancellor. The process for merging administrations provided for notice of "affected position" to all persons holding similar jobs, determination of the best qualified from among those affected, and layoff notices to those not chosen. Systemwide, nearly 100 positions were eliminated, including two chancellors, five vice chancellors, eight deans, 19 directors or campus presidents, and a host of coordinators, managers, other administrators, and associated clerical personnel.

With the creation of the new institutions, the university faced the issue of accreditation. The regents determined each of the three universities, and Prince William Sound Community College, would each seek accreditation, based on its own merits and the quality of its programs, from the Northwest Association of Schools and Colleges, Commission on Colleges.

Over the summer and fall of 1987, the Institutional Restructuring Advisory Committees ("IRACs") and the Special Task Forces began working out details of the restructuring plan. The IRACs began development of recommendations, establishing their own task groups on degree program integration, curriculum integration, administrative structures, faculty integration, governance, outreach, faculty promotion and tenure policies, community advisory committee policies, student services policies, and a myriad of other details. Hot spots included the Vocational Education Task Force and the Rural College Task Force, which were torn by conflicting visions of future organization and mission. In November, 1987, tuition policies for the two Anchorage institutions were merged, effective for the 1988 spring semester. Tuition was set at \$37 per credit hour throughout the Anchorage campus, replacing the \$40 per credit hour at the former University of Alaska-Anchorage and \$35 per credit hour at the former Anchorage Community College.

Names were chosen for the three institutions as follows:

- The University of Alaska Anchorage for the Southcentral Alaska institution
- The University of Alaska Fairbanks for the Northern Alaska institution
- The University of Alaska Southeast for the Southeastern Alaska institution
- The former community colleges had the "community" removed from their names (e.g. Ketchikan Community College became Ketchikan College).

December saw a major victory for the university, when the Northwest Association accepted prospectuses of substantive change for the three universities. The prospectuses detailed how the existing accreditation should be expanded to include the new functions taken on by each institution. Prince William Sound Community College continued to be a candidate for its own separate accreditation.

During the winter of 1987-1988, the IRACs worked on new mission statements for the three institutions. After significant debate, turf battles between institutions, and repeated regents meetings, new mission statements were approved by the regents in February. Each mission statement recognized the broad instructional program offered at the multi-campus universities, spoke to the range of academic and vocational programs to be offered, the research focus, and the long-range focus of the institutions. Each stressed its focus on both the academic traditions of a university and the student- and community-centered orientation of community colleges. The University of Alaska Fairbanks cited its statewide and national constituency, the significant role of research in the institution, the focus on natural sciences, resource management and native culture, and provision of extension and service programs throughout the state. The University of Alaska Anchorage concentrated on health and biomedical sciences, public policy and administration, vocational-technical education, and international business and trade, with an emphasis on Pacific Rim nations. The University of Alaska Southeast emphasized its regional mission, its baccalaureate programs, and selected graduate programs.

In December, 1987, the Community College Coalition announced it had obtained the requisite number of signatures to place community college separation on the 1988 ballot. The university filed suit, alleging the initiative petition violated the state constitution on two counts: the initiative constituted a prohibited appropriation of land from the University of Alaska to the new independent system, and the initiative was unacceptably vague in its failure to specify governance, organization or any other details about the new independent system, and thus did not have the required force of law.

The legislature convened in January, facing the initiative and separation legislation. In February, the university won a major victory when the grievance arbitrator ruled in the university's favor, stating the restructuring was a "legitimate and proper" response by the university to its funding circumstances. In May, the Superior Court judge hearing the initiative lawsuit ruled in the university's favor on the appropriation question, removing the initiative from the fall ballot [no decision was made on the vagueness question]. An appeal to the Alaska Supreme Court is now pending, and is expected to be decided by September, 1988.

The process took its toll on senior administrators. The survivors of the administrative combination in Anchorage were overwhelmed by the magnitude of changes planned, and had continuing difficulties effecting the merger of academic programs and faculty. In December, 1987, the Faculty Senate passed a vote of "no confidence" in the UAA chancellor. In February, 1988, President O'Dowd reassigned the UAA chancellor, taking the assignment himself. The system Provost also became a dual office-holder, taking the UAA academic leadership in addition to system academic leadership. Individual grievances and lawsuits multiplied.

IV. Results

Restructuring is not yet complete. Three major obstacles remain:

- The Alaska Supreme Court will rule by September, 1988, on the initiative lawsuit. If it overturns the Superior Court Judge's ruling, voters will decide in November on whether to create a separate system. Since the ballot question is vague, the issue would be thrown back to the legislature.
- A second grievance arbitration this fall will determine if the university illegally eliminated the bargaining unit for community college faculty, or unfairly treated bargaining unit members.
- The Coalition lawsuit, although dormant, could result in the overturning of the restructuring decision.

Much work remains to be done in integrating academic programs, implementing the statewide vocational-technical program, bringing the rural college to full operations, and developing an advisory committee process acceptable to community leaders.

There are many accomplishments, however. Foremost, the restructuring plan met the primary goal of creating a university system that provided essentially the same level of academic opportunities for the residents of the state while reducing considerably the complexity and cost of the delivery system.

Positive outcomes for students are significant. For students in Anchorage, there is now one registration process for all students, rather than separate processes for Anchorage Community College and the University of Alaska Anchorage. Movement from branch campuses to the main campuses in Juneau, Anchorage, and Fairbanks is now a within-institution transfer, rather than a transfer to a new institution. A simplified course numbering scheme makes understanding of courses and programs significantly easier for both students and faculty. Students now have a single tuition structure within Anchorage and Fairbanks, rather than a dual community college - university tuition structure. Academic advisement

should improve, as advisors can deal with all courses taken by a student, rather than only courses taken at the advisors' separate institutions. On the negative side, some non-traditional students believe that even with open door policies, institutions called universities are not as student-centered as community colleges and will thus provide less service to students.

Students at branch campuses and in rural Alaska will see new positive benefits beginning this fall. Selected upper division and graduate courses will be offered at the branch campuses in addition to the vocational-technical and lower division courses formerly offered by the local community colleges. As demand warrants, full degree program sequences are likely to be offered in education, business and management. Cooperation among the rural colleges in the use of distance delivery technology will make courses formerly offered in only one community or region available throughout rural Alaska, increasing student course choices.

For faculty, the results are mixed. Positive outcomes include the bringing together of faculty that had been in a more isolated educational environment to form a more functional critical mass. A new governance structure increases the visibility and role of faculty in decision-making at the three new institutions, while continuing the faculty participation in the Statewide Assembly of university faculty and staff. Faculty in small departments and disciplines are gaining the benefits of a wider circle of peers. Some university faculty are concerned about the quality of instruction at the former community colleges, and are reluctant to accept transfers of students into baccalaureate programs. Some are worried about an erosion of quality at the upper division level, since the Board of Regents has placed such a large emphasis on maintenance of the community college mission.

On the downside, the volume of issues facing faculty has increased dramatically. Development of new policies for evaluation, promotion and tenure has required increased faculty participation in committee meetings. Each department at each institution has faced problems of integrating curricula of two or more institutions, changing course content to allow simplified course numbering and unified course content descriptions. Many faculty members will be required to move, particularly in Anchorage where many departments are currently split between the old ACC campus and the old UAA campus. The strong tradition of the community college in Anchorage will continue to make it difficult to achieve full integration of programs and services, although many gains have been made.

New policies are being developed to complete the process. During the early months of the coming academic year, the regents are expected to adopt a new governance process for the system, final policies for faculty evaluation, promotion and tenure, and establishment of a new advisory committee structure, and work will begin on a revision to the Six-Year Plan.

Conclusion

Despite the most dramatic general funding reduction to an entire state public higher education system since World War II, the actions taken avoided closing entire institutions, maintained course and program offerings, and allowed the University of Alaska System to avoid the long term negative effects of exigency or significant academic program elimination.

In research conducted by the University of Alaska Budget Flexibility Task Force during the early retrenchment period, no instances of budget reductions of similar magnitude could be found. Over the past several years, some public institutions have been forced to declare financial exigency and some governing boards or legislatures have proposed closing campuses. Few closures have been implemented.

We believe several circumstances made the Alaska experience different from other states which have experienced significant budget reductions or which have attempted to close campuses. First, Alaska's

statewide system of higher education is primarily a recent creation, funded by rapid growth in the 1970s and early 1980s. Second, funding for community colleges came almost solely from state revenues and tuition, with little or no local contribution. Several of the community colleges had been created without clear criteria established by the governing board, and owed their existence to political pressures. Third, the focus on restructuring was on maintenance of local program delivery with elimination of local administration, rather than closure of remote or small campuses. Fourth, the Board of Regents balked at the declaration of financial exigency, choosing to forego other projects in order to buy time to make long-term reductions. Finally, and most important, the Board of Regents and President did not bow to the intense opposition to the restructuring plan, believing that no acceptable alternative existed.

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APPENDIX B

Six-Year Plan Survey

UNIVERSITY OF ALASKA SIX-YEAR PLAN

July 14, 1988

SURVEY FORM B: Measuring the Progress in Addressing the Goals, Objectives, and Actions of the Plan After the First 2 Years

Please evaluate the progress made on the goals, objectives, and actions of the University of Alaska's Six-Year Plan during these first two years of the plan. The following numerical key corresponds to the five point progress evaluation scale used throughout the survey:

- | | |
|-----------------------------|---|
| ① Achieved | Completed and/or maintaining goal, objective, or action |
| ② Significant Progress | Substantial identifiable and/or measurable progress in reaching goal, objective, or action |
| ③ Some Progress | Identified or acquired resources and are now starting on work to reach goal, objective, or action |
| ④ No Progress | No action of any type initiated yet, but the element, goal, objective, or action is still relevant |
| ⑤ Lost Ground | In the two years since the plan was approved, the condition of this goal, objective, or action has worsened |
| ⑥ Not Applicable | The goal, objective, or action is no longer relevant to the University's mission |
| List Any Supporting Factors | Cite any reports, achievements, statistics or other materials that support your evaluation |

Below is an example of how one might want to assess progress on three Six-Year Plan actions along with sample support data that help justify the evaluation.

EXAMPLE PURPOSES ONLY

Attract high quality faculty with expertise in specific fields through nationwide recruiting, competitive compensation, and the establishment of endowed chairs

Establish and maintain UA System-school district relationships to jointly plan summer enrichment programs and institutes for Native high school students

Increase the recruitment, retention, and graduation of Native students

Establish programs by which students may acquire computer equipment at reduced costs

Achieved	Significant Progress	Some Progress	No Progress	Lost Ground	Not Applicable	List Any Supporting Factors
①	②	③	④	⑤	⑥	4th YEAR WITH NO COLA INADEQUATE MARKET ADJUSTMENTS
①	②	③	④	⑤	⑥	FYxx UAF RAHI BUDGET INCREMENT (C-5 INCREMENT TITLE IF KNOWN)
①	②	③	④	⑤	⑥	FY87 STATISTICAL ABSTRACT
①	②	③	④	⑤	⑥	1987- APPLE MACINTOSH AGREEMENT 1988- IBM PS/2 AGREEMENT

Please fold, staple and return your completed survey to the address listed below by August 3, 1988

UNIVERSITY OF ALASKA
STATEWIDE INSTITUTIONAL RESEARCH
8th Floor Gruening Bldg.
Fairbanks, Alaska 99775

PLACE
STAMP
HERE

UNIVERSITY OF ALASKA
STATEWIDE INSTITUTIONAL RESEARCH
8th Floor Gruening Bldg.
Fairbanks, Alaska 99775

Thank you for helping build a better University of Alaska.

A

ASSESS THE PROGRESS MADE ON THE GOALS & OBJECTIVES OF THE 6-YEAR PLAN

ACCESS AND EXCELLENCE

GOAL: Achieve institutional and program excellence and diversity within the UA System

OBJECTIVES:

Achieve effective, high quality programs of general education across the UA System

Encourage high quality undergraduate and graduate programs, with special attention to professional programs in UA System institutions

Strengthen the effectiveness, responsiveness and integration of vocational and technical education

Improve the quality and availability of teacher education programs for current and new elementary and secondary school teachers

Develop the capacity for effective science education in UA System institutions

Improve education in the art and science of communication and information

Academic
 Instructional Programs
 Non-Instructional Programs
 All Programs
 Last Session
 Not Applicable

UA Key
 Secondary Program

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

GOAL: Provide programs and services which will enable students to achieve their full intellectual and social potential

OBJECTIVES:

Attract and sustain a high quality faculty

Attract Alaskan students

Improve the quality and increase the availability of academic advisement for all students

Foster the development of each student's social, cultural, and intellectual potential and well-being

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

GOAL: Improve access to instructional programs through improved articulation, more effective delivery systems, more cost-effective facilities, and current instructional and informational technologies

OBJECTIVES:

Establish better articulation between UA System institutions

Establish increased articulation between the UA System and Alaskan public schools

Use cost-effective alternatives to new construction and equipment acquisition to increase access and provide technologically current programs

Increase access to programs by reducing barriers associated with distance between students and campuses

Increase the appropriateness of instructional modes and opportunities offered to students

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

A

ASSESS THE PROGRESS MADE ON THE GOALS & OBJECTIVES OF THE 6-YEAR PLAN

ACCESS AND EXCELLENCE (continued)

GOAL: Provide quality programs and services to Alaska Native

OBJECTIVES:

Develop a comprehensive strategy for Native education in the UA System

1 2 3 4 5 6

1 2 3 4 5 6

THE NORTH: LEADERSHIP AND DISTINCTION

GOAL: Respond to the changing needs of Alaska by providing leadership in instruction, research, and public and community service

OBJECTIVES:

Enhance the UA System's role as the research arm of the State

Contribute to the State's capability to address policy areas of importance to the future of Alaska

Cooperate with the private sector in developing strategies for economic development and job creation

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

GOAL: Achieve international distinction in knowledge of the circumpolar and north Pacific regions

OBJECTIVES:

Achieve and/or maintain special distinction in the study of natural phenomena common to circumpolar and north Pacific regions

Emphasize studies of the cultural, societal, economic and political systems of northern Pacific peoples as they relate to Alaska

Give increased emphasis to the systematic storage and dissemination of data, information, and knowledge of circumpolar regions, including baseline data

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

GOAL: Increase prominence in the fields of physical and mental health, fisheries, trade and natural resources

OBJECTIVES:

Strengthen and expand studies of physical and mental health in arctic and multicultural environments

Achieve special prominence in fisheries science, management, technology and marketing

Provide leadership and assistance in developing Alaska's role in international trade, marketing and finance within the North Pacific and circumpolar regions

Provide strengthened programs in natural resource management to promote economic growth and maintain environmental quality

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

A

ASSESS THE PROGRESS MADE ON THE GOALS & OBJECTIVES OF THE 6-YEAR PLAN

MISSIONS: DEFINITION AND PURSUIT

GOAL: Enhance the role of the Board of Regents in governing the UA System

OBJECTIVES:

Strengthen communications between the UA System and the State legislative and executive branches of government
Strengthen and improve Board of Regents' Policy

GOAL: Improve the educational effectiveness and fiscal efficiency of the UA System's organizational structure and processes

OBJECTIVES:

Assure that the UA System's organizational structure serves the missions of the System and its institutions
Clearly define the roles and relationships of the UA System statewide administration, accredited educational institutions, and extension agencies

GOAL: Increase non-State support for the UA System

OBJECTIVES:

Significantly increase external funding for the UA System campuses by 1992

Assessed
Organizational Processes
State Policies
Institutions
Last Census
and Institutions

Use Long
Standing Process

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

A

SUGGESTED ADDITIONS/COMMENTS CONCERNING THE GOALS AND OBJECTIVES

B

ASSESS THE PROGRESS MADE ON THE ACTIONS OF THE 6-YEAR PLAN

ACCESS AND EXCELLENCE

By System policy, require each accredited institution to have one general education requirement regardless of the major course of study in baccalaureate or associate of arts degrees

Establish common competency expectations for general education courses acceptable for transfer across the UA System, and institute testing of students for basic competency in reading, writing and mathematics

Establish System policy that all UA Associate of Arts degrees meet the general education requirements at any UA university

Assess the feasibility of a foreign or Native language requirement for bachelor's degree programs

Include transcultural perspectives in appropriate courses and curricula, and assess the feasibility of requiring an introductory course in Alaska Native cultures

Expand English language instruction for students whose first language is not English

Review and modify institutional mission statements to specify which professional programs will be pursued in which institutions

Review programs for need, demand and ability to pursue excellence

Eliminate or consolidate programs where needs and demand are lacking, or where excellence cannot be achieved in six years

Reallocate resources to programs which achieve excellence as measured by external review

Provide increased mainframe and microcomputer capabilities to all UA System institutions to meet students' instructional needs

Improve review criteria for determining the continuation of vocational programs, for instituting new ones, and for discontinuing others

Seek support from the private sector in promoting vocational technical education, including business and industry partnerships

Establish carefully defined agreements which articulate vocational education offerings between UA institutions and high schools, vocational/technical schools, and business and industry

Assessed
Organizational Processes
State Policies
Institutions
Last Census
and Institutions

Use Long
Standing Process

1 2 3 4 5 6

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1 2 3 4 5 6

B

ASSESS THE PROGRESS MADE ON THE ACTIONS OF THE 6-YEAR PLAN

ACCESS AND EXCELLENCE (continued)

	Approved	Approved Pending	Not Approved	Not Approved	Not Approved	Not Approved
Develop and implement a systemwide plan to strengthen the commitment of UA institutions to the preparation of teachers for Alaska's schools	1	2	3	4	5	6
In coordination with the Alaska Department of Education and local school districts, develop and implement an agenda for education research and continuing education	1	2	3	4	5	6
Emphasize the education of Alaskans to become teachers in Alaska's schools	1	2	3	4	5	6
Develop core instructional programs to include competent science instruction	1	2	3	4	5	6
Develop the necessary science faculty and adequate scientific equipment and laboratories to provide competent science instruction	1	2	3	4	5	6
Assess the feasibility of increasing the science requirement in general education curricula	1	2	3	4	5	6
Develop core instructional programs to include quality instruction in reading, writing, speaking and communication of quantitative information	1	2	3	4	5	6
Provide instruction on the nature and uses of data, information, analytical methods, and information systems	1	2	3	4	5	6
Provide instruction in the techniques employed to seek, analyze and communicate data and information, including library reference searches, use of data bases, statistical analysis, computerized summarization and analysis, etc.	1	2	3	4	5	6
Attract high quality faculty with expertise in specific fields through nationwide recruiting, competitive compensation, and the establishment of endowed chairs	1	2	3	4	5	6
Provide instructional development opportunities for full- and part-time faculty through programs at each institution, including training in effective teaching strategies, distance-delivery, non-traditional course development, and adult learning	1	2	3	4	5	6
Establish goals and objectives in each institution for granting sabbatical and professional development leave, and for promoting faculty exchanges	1	2	3	4	5	6
Establish policies, classifications and procedures for non-tenure track faculty, including term, research, visiting, affiliate and adjunct appointments	1	2	3	4	5	6
Increase representation of female and minority faculty, especially Alaska Native faculty	1	2	3	4	5	6

B

ASSESS THE PROGRESS MADE ON THE ACTIONS OF THE 6-YEAR PLAN

ACCESS AND EXCELLENCE (continued)

	Approved	Approved Pending	Not Approved	Not Approved	Not Approved	Not Approved
Increase marketing and recruitment through tuition scholarships and institutional participation in student searches and high school honors programs, summer institutes, etc.	1	2	3	4	5	6
Support the Alaska Student Loan Program, inclusion of part-time students, and incentives to encourage students to attend Alaskan colleges and universities	1	2	3	4	5	6
Create scholarships and other incentives to encourage community college graduates to attend UA System universities	1	2	3	4	5	6
Establish, employ, and publicize procedures for advanced high school students to enroll in UA institutions for on-campus and distance-delivered instruction	1	2	3	4	5	6
Increase knowledge of and access to financial assistance through needs-based programs, scholarships, assistantships, fellowships and work-study programs	1	2	3	4	5	6
Provide each Alaskan high school student with information about UA System colleges, universities, and program opportunities	1	2	3	4	5	6
Establish, offer and encourage faculty participation in workshops on student academic advisement and course transfer evaluation	1	2	3	4	5	6
Include assessment of academic advising in annual faculty review and evaluation, utilizing input from students	1	2	3	4	5	6
Provide faculty advisors with computer access to student academic records to improve advising and to ensure prompt transfer evaluations	1	2	3	4	5	6
Establish placement and achievement testing programs to assist in academic advisement	1	2	3	4	5	6
Develop materials and processes to inform faculty advisors and students of on-campus and distance-delivered courses, and of alternative options for earning credit	1	2	3	4	5	6
Improve academic advising for all students via data bases, brochures, program guides, and audio conferencing, with a special emphasis on students residing at a distance from campuses	1	2	3	4	5	6
Review, refine and implement institutional plans relating to student development in campus-based and distance-delivered programs	1	2	3	4	5	6

B

ASSESS THE PROGRESS MADE ON THE ACTIONS OF THE 6-YEAR PLAN

ACCESS AND EXCELLENCE (continued)

	Admitted	Enrolled	Completed Program	Graduated	Not Graduated	UA Long-Range Planning Factors
Enhance campus student housing programs to improve the intellectual, cultural and recreational life of students on campuses	1	2	3	4	5	6
Improve intellectual, cultural and recreational opportunities for part-time and non-resident students	1	2	3	4	5	6
Provide student services appropriate to each institution's mission and constituents' needs	1	2	3	4	5	6
Provide opportunities for students to learn about and experience cultural settings different from their own	1	2	3	4	5	6
Assess the feasibility of establishing common competency expectations for degree majors acceptable for transfer across the UA System	1	2	3	4	5	6
Develop a UA System Program Guide which includes complete information on requirements of all UA System institutions' degree programs	1	2	3	4	5	6
Achieve agreement between UA System institutions, school districts, and the State Department of Education as to the levels of academic proficiency expected of entering freshmen	1	2	3	4	5	6
Circulate and regularly update a catalog of UA System resources available to Alaskan public school teachers	1	2	3	4	5	6
Identify and pursue alternatives to new construction including leasing, sharing of school and other public facilities, and purchase of existing facilities	1	2	3	4	5	6
Improve use of technology in systemwide operations to increase productive use of facilities, equipment and staff through on-line registration, facility scheduling, and data collection and analysis	1	2	3	4	5	6
Increase incentives for partnerships with business, industry and government to maximize the use of available technology and equipment, and to increase donations of equipment	1	2	3	4	5	6
Establish programs by which students may acquire computer equipment at reduced costs	1	2	3	4	5	6
Optimize the use of telecommunication technologies and resources across the System	1	2	3	4	5	6
Explore development of consortia with other universities for the delivery of programs and courses unavailable through the UA System	1	2	3	4	5	6

B

ASSESS THE PROGRESS MADE ON THE ACTIONS OF THE 6-YEAR PLAN

ACCESS AND EXCELLENCE (continued)

	Admitted	Enrolled	Completed Program	Graduated	Not Graduated	UA Long-Range Planning Factors
In consultation with federal and state military officials and educators, take leadership in developing policies and procedures to coordinate delivery of instruction to military personnel and dependents	1	2	3	4	5	6
Increase the variety of instructional modes and educational opportunities, e.g., interdisciplinary, self-paced, modular, and competency-based programs; external degree programs; flexible institutional residency requirements; credit for prior learning; military experience credit; and College-Level Examination Program (CLEP)	1	2	3	4	5	6
Schedule and deliver courses for adults at times, at places, and via media that maximize opportunities for participation	1	2	3	4	5	6
Establish short-term professional training courses and workshops to complement longer-term degree programs in selected fields	1	2	3	4	5	6
Increase continuing education and community development instructional activities through self-supporting instruction and partnerships with business and industry	1	2	3	4	5	6
Establish structures, procedures, and incentives for institutions to share faculty, to offer certain courses on a statewide or multi-campus basis, and to coordinate with other institutions to enroll students in offerings which are locally unavailable	1	2	3	4	5	6
Increase support for developmental education programs and learning assistance centers to support learning disabled, re-entering, and poorly prepared students	1	2	3	4	5	6
Establish a review process to assure sex and racial equity in admissions and curriculum	1	2	3	4	5	6
By 1987, draft and implement a comprehensive Native education plan in consultation with various constituencies	1	2	3	4	5	6
Increase the recruitment, retention and graduation of Native students enrolled in urban and rural programs	1	2	3	4	5	6
Strengthen the study of Alaska: Native cultures and contemporary issues through the recruitment of more Native faculty and students	1	2	3	4	5	6
Support more internships, assistantships and fellowships for Native students	1	2	3	4	5	6
Establish and maintain UA System-school district relationships to jointly plan summer enrichment programs and institutes for Native high school students	1	2	3	4	5	6

B

ASSESS THE PROGRESS MADE ON THE ACTIONS OF THE 6-YEAR PLAN

THE NORTH: LEADERSHIP AND DISTINCTION

	Advanced	Significant Progress	Some Progress	No Progress	Not Applicable	Not Being Substantiated
Strengthen liaison with State agencies and the Governor's Science Advisory Board to assist in formulating research priorities and funding strategies	1	2	3	4	5	6
Establish a UA System Research Council to promote and improve incentives for State-related studies, and to increase external funding and opportunities for joint research in partnership with the State and federal government and the private sector	1	2	3	4	5	6
Provide substantial support to the State by developing natural resource monitoring and assessment techniques for petroleum and energy resources, terrestrial and aquatic ecosystems, fish and wildlife populations, minerals estimation, forest inventories, etc.	1	2	3	4	5	6
Establish coordinating councils to report to the President and the Chancellors Council on specialized program areas offered by more than one institution: e.g., fisheries and aquaculture, medical and health sciences, teacher education, and business management	1	2	3	4	5	6
Through consultation, establish System priorities for addressing specific policy issues: e.g., subsistence, ANCSA -1991, Alaska hire, federal-state land and resource relationships, fisheries and aquaculture development, natural resource development and management, environmental integrity, etc.	1	2	3	4	5	6
Annually publish and distribute summaries of research results pertinent to planning and policy development	1	2	3	4	5	6
Increase the quantity and quality of public policy education and training opportunities for Alaskans	1	2	3	4	5	6
Focus increased instruction, research and extension resources on small business development and on developing economic areas	1	2	3	4	5	6
Seek establishment of a "Quick Start" fund in the Governor's Office to enable rapid initiation of high-need programs	1	2	3	4	5	6
Strengthen research and instruction in geophysics, geology, atmospheric sciences, climatology, biology and ecology of northern lands, waters, wetlands, etc.	1	2	3	4	5	6
Develop research agendas in close consultation with the Arctic Research Commission, the Interagency Arctic Research Policy Committee, the University of Alaska Foundation, and emerging State initiatives	1	2	3	4	5	6
Seek increased support for studies of natural phenomena with particular emphasis on post-doctoral and graduate student fellowships and assistantships	1	2	3	4	5	6

B

ASSESS THE PROGRESS MADE ON THE ACTIONS OF THE 6-YEAR PLAN

THE NORTH: LEADERSHIP AND DISTINCTION (continued)

	Advanced	Significant Progress	Some Progress	No Progress	Not Applicable	Not Being Substantiated
Plan for the funding and acquisition of supercomputer services for scientific research, including funding as "seed money" for grants and/or participation in consortia	1	2	3	4	5	6
In relation to Alaska, increase research and scholarships on the cultures, societies, and the economic and political systems of the north Pacific nations and regions	1	2	3	4	5	6
Electronically link UA System libraries, data bases, and research centers and institutes to provide access to data and information	1	2	3	4	5	6
Cooperate with the Arctic Research Commission and other entities in sponsoring international symposia	1	2	3	4	5	6
Increase support for instruction, research and service in human health conditions and problems	1	2	3	4	5	6
Develop educational programs, research agendas and data bases in consultation with the Arctic Research Commission, the Alaska Native Health Service, and other appropriate agencies	1	2	3	4	5	6
Support interdisciplinary and cooperative research endeavors through existing centers	1	2	3	4	5	6
Organize interdisciplinary teams to provide professional assistance to communities	1	2	3	4	5	6
Develop a research and training needs agenda in cooperation with State and federal agencies, Native corporations, and industrial and commercial interests	1	2	3	4	5	6
Develop a comprehensive plan to maximize the UA System's contribution to the productive management, development and marketing of Alaska's fishery resources	1	2	3	4	5	6
Expand research and instruction in selected areas of fisheries which will enhance the UA System's role in development, conservation, and wise use of fisheries resources	1	2	3	4	5	6
Increase fisheries support activities through increased use of State funds to attract federal and private funding for programs and necessary research vessels	1	2	3	4	5	6
Develop knowledge bases regarding North Pacific and circumpolar region markets, financial systems, trading barriers, transportation, laws, cultures and languages	1	2	3	4	5	6
Provide increased information services to Alaskan businesses and governmental agencies regarding North Pacific and circumpolar region markets, finances, trading barriers, and the legal, cultural and language factors affecting trade	1	2	3	4	5	6

B

ASSESS THE PROGRESS MADE ON THE ACTIONS OF THE 6-YEAR PLAN

THE NORTH: LEADERSHIP AND DISTINCTION (continued)

	Admitted	Graduated	Enrolled	Not Enrolled	Not Graduated	Not Admitted
Establish more cooperative agreements with North Pacific and circumpolar institutions to further academic and research collaboration, and faculty and student exchanges	1	2	3	4	5	6
Review, update and strengthen instructional, research and extension programs in natural resources to ensure integration of a broad range of resource values and associated environments	1	2	3	4	5	6
Consider the establishment of an interdisciplinary graduate program and associated research institute for natural resource and environmental policy management	1	2	3	4	5	6
Increase emphasis on mitigation and reclamation in programs in mining, engineering and land management	1	2	3	4	5	6
Strengthen programs in forestry and forest management to include development of forests, products, processing and markets; and to provide increased emphasis on relationships to wildlife habitat, fisheries protection, agriculture, etc.	1	2	3	4	5	6
Incorporate and promote natural resource and environmental values in programs dealing with the visitor industry, i.e. tourism, recreational fishing and hunting, winter sports, etc.	1	2	3	4	5	6

MISSIONS: DEFINITION AND PURSUIT

Actively broaden and strengthen linkages between State officials and UA System Regents and officers	1	2	3	4	5	6
Increase the external and internal visibility of the Board of Regents	1	2	3	4	5	6
Annually identify legislative priorities and formulate a legislative agenda	1	2	3	4	5	6
Hold orientation and updating workshops for new and continuing Regents regarding UA System policies, missions, and current and projected programs	1	2	3	4	5	6
Simplify and update Regents' policies and University System regulations through periodic review and revision	1	2	3	4	5	6
Periodically review and revise individual campus mission statements as required to meet the changing needs of Alaska	1	2	3	4	5	6

B

ASSESS THE PROGRESS MADE ON THE ACTIONS OF THE 6-YEAR PLAN

MISSIONS: DEFINITION AND PURSUIT (continued)

	Admitted	Graduated	Enrolled	Not Enrolled	Not Graduated	Not Admitted
Examine alternative organizational structures, and adopt that which best meets the needs of the people of Alaska and the missions of the UA System for the next decade	1	2	3	4	5	6
Deliver all academic credit-bearing instruction through accredited units	1	2	3	4	5	6
Monitor and periodically review program offerings across the UA System to promote diversity and to reduce duplication	1	2	3	4	5	6
Include life-long learning in the mission statements of all UA System educational institutions	1	2	3	4	5	6
Define the role of the UA System statewide administration through revision of Regents' Policy, and pursue it accordingly	1	2	3	4	5	6
Define the roles of the UA System institutions and their relationship to each other and to the UA System Statewide administration	1	2	3	4	5	6
Communicate the roles, missions, programs and activities of each institution throughout the System	1	2	3	4	5	6
Plan and execute a comprehensive fund-raising program which is institutionally-based and supported by professional development offices	1	2	3	4	5	6
Seek increased scholarship support from local and regional organizations and businesses	1	2	3	4	5	6
Encourage alumni and other friends to assist in publicizing UA System programs, services and resources	1	2	3	4	5	6

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